"A STUDY ON DROPOUT AMONG SCHEDULED CASTE AND SCHEDULED TRIBE IN PRIMARY SCHOOLS AT HYDERABAD KARNATAKA DISTRICT".

Post-Doctoral Research Work Submitted

To

Indian Council of Social Science Research New Delhi

F.No.3-05/19-20/PDF/SC

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ACKNOWLEDGEMENT

First and foremost, I praise God, the almighty, merciful and passionate for giving me the strength, knowledge, ability and for providing me with this opportunity and encouragement especially during all the challenging moments in completing this Post-Doctoral research work. Without his blessings, this achievement would not have been possible.

I would like to acknowledge my indebtedness and heartiest gratitude to my supervisor, **Udayakumar. K. Kulkarni, Associate Professor,** Department of Studies in Education, Karnataka State Akkamhadevi Women's University, Vijayapura, for his support, guidance, advice and for giving me wonderful opportunity to complete my project it is really an honour. He is a teacher, an inspiration, a role model and a pillar of support for my whole career. Thank you for your enthusiasm and your wealth of knowledge in this field.

I record my sincere thanks to Vice-Chancellor **Prof.B.K.Tulasimala** for their valuable support and providing us with excellent infrastructure facilities and encouragement.

I would also wish to express my gratitude to **Prof. B.S.Navi.** Registrar, Karnataka State Akkamahadevi Women's University, Vijayapura, for his kindness, encouragement and valuable suggestions for the development of my career.

I would also wish to express my gratitude to **Prof.H.M.Chandrashekar.**Registrar (Evaluation), Karnataka State Akkamahadevi Women's University, Vijayapura, for his kindness, encouragement and valuable suggestions for the development of my career.

I would like to express my profound thanks to the Indian Council of Social Science Research, New Delhi for providing me an opportunity to work as ICSSR Post- Doctoral Fellow from October 2018-19 onwards with generous financial support.

I would like to express my special thanks to **Prof.Gavisiddappa, Anandahalli** Director, PMEB and Chairman, Department of Library

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and Information Science, Karnataka State Akkamahadevi Women's University, Vijayapura for being a great soul. He is always ready to help with a smile.

I am grateful to Prof.Vishnu. M. Shinde, Chairman, Department of Studies in Education, Karnataka State Akkamhadevi Women's University, Vijayapura for his valuable suggestions and encouragement offered to complete this research study.

My sincere heartfelt thanks to teaching- non teaching staff of Department of Studies in Education, Karnataka State Akkamhadevi Women's University, Vijayapura for helping me throughout my research study at the university.

The encouragement and unstinted support that I got from my Father **Mr.Sitaram pawar** my **Mother Sonabai.S. Pawar** my sister miss **Jayashre.Shobha** and my brother **Prakash** my sister in law **pratikshe** and **Vikas Lata Manoher D.Rathod and miss. Laxmibai .M.Rathod** who kept my morale high to complete the research work can't be forgotten.

I am very much indebted to my husband Mr.**Jayaram .M.Rathod** and my Daughter **pragati** and My Son **Pratik** for their understanding, patience co-operation and support in every possible way to see the completion of this post-doctoral work.

I am indebted to **Dr. Renuka.Dr. vijayalaxmi. Dr.sharada miss. kalavati karadi** All my friends, well wishers and my colleagues for providing me the much needed help and moral support.

I also thank all others who are directly or indirectly helped me in my research work; I wouldn't be here without you all, I thank once again one and all.

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Chapter-I

INTRODUCTION

The Scheduled Castes (SC) and Scheduled Tribes (ST) wherever they live, are faced with many diverse problems, which are of social, economical, political and educational in nature. It is common knowledge how the Scheduled Castes and Scheduled Tribes suffer from times immemorial for no fault of theirs. These problems have aggravated the situation over years and pushed the SC/ST masses to total subjugation and exploitation. One thing is certain, that in a caste-ridden society like ours, social and economic status are the necessary prerequisites for any individual to progress. These variables buttress each other in development of a community or caste. Any analysis of Indian society without taking caste into consideration is not complete. Almost all activities like economical, political, educational and socio- cultural- revolve around the notions of caste. The structural form and relationships in rural areas have continued almost intact in post- independence India, although some changes have come about in urban setting.

The SCs and STs, throughout the country occupy the lowest rank in the caste hierarchy. In a hierarchy of unequal relationships, the SCs and STs are at the bottom and hence socially inferior to all others in the community. Further among themselves also there is further stratification and ranking.

The Background of S.C and S.T's:

The terms 'Scheduled Caste' and Scheduled Tribe' are only legal fictions and Constitutional myth. Now here in the Indian Constitution are they defined even though it is the lengthiest legal document of nations in contemporary world. This has actually led to confusion and with the result the Constitution is amended rather frequently.

The historical background of the term 'Scheduled Caste' could be traced to the Government of India Act, 1935. For the first time the British government issued the Government of India (Scheduled Caste) order in 1936 specifying certain castes as SCs in some of the provinces. Prior to that the SCs were generally known as 'the Depressed Classes'. Dr. Hutton, the then Census Commissioner of India, had categorized the depressed classes systematically and the list of SCs issued under the Government Order of 1936 was continuation of the earlier list prepared by Dr. Hutton. Further, the list drawn in 1950- the Constitution „Scheduled Caste' order-was a revised version of the 1936 order. After the Constitution came into force the classification of STs was made. Even in the case of Tribes the first ever serious attempt to classify them is attributable to 1931 census. However, a reference has been made in Government of India Act, 1935 to the 'Backward Tribes'. According to the thirteenth schedule of the Government of India (Provincial Legislative Assemblies) Order, 1936, certain tribes were specified as backward in some provinces.

In accordance with the provision of Acts 341 and 342 of the Constitution the President will notify the list of SCs and STs. These are public notifications in nature. In order to avoid disputes, the president consults the Governors of the States as to the castes and tribes that constitute 'Scheduled Castes' and 'Scheduled Tribes'. The list of SCs and STs are contained in the Schedules appended to the following order issued by the President.

1. The Constitution (Scheduled Caste/Scheduled Tribe) Order, 1950.
2. The Constitution (Scheduled Caste/Scheduled Tribes) (Part 'C' States) Order, 1951.
3. The Constitution (Jammu and Kashmir) Scheduled Castes, Order, 1956.

4. The Constitution (Andaman and Nicobar Islands) ScheduledTribes Order, 1959.
5. The Constitution (Dadra and Nagar Haveli) Scheduled Castes/Scheduled Tribes Order, 1962.
6. The Constitution (Pondicherry) Scheduled Castes Order, 1964.
7. The Constitution (Scheduled Tribes) (Uttar Pradesh) Order, 1967.
8. The Constitution (Goa, Daman and Diu) Scheduled Castes Order, 1968.

The powers exercised by the President under Article 341 and 342 in identifying the castes and tribes as SCs and STs cannot be extended either to include or exclude any caste or tribe from the list of SCs and STs by him. Therefore, only the Parliament vide Article 341(2) and Article 343(2) may be included or excluded in law from the list of these castes and tribes issued by the President.

The need for such contingency arose when State of Andhra Pradesh was created in 1953. Thereafter, on the re-organization of the States in 1956, creation of the States of Maharashtra and Gujarat in 1960 and when Punjab and Haryana States were created in 1966 further revisions were made.

On the basis of recommendations made by the Lokur Committee and views of States, Ministers and SC and ST Parliament Members, as well as Social Scientists, a Bill was moved in the Parliament in 1967 to provide for the inclusion and exclusion of certain castes and tribes from the list of SCs and STs. This was done in the wake of readjustment, representation and re-delineation of parliamentary and Assembly Constituencies. Nevertheless, no action was taken and the status-quo is maintained.

Scheduled Caste Population:

The Scheduled Caste population in the State has increased from 85,63,930 in 2001 to 1,04,74,992, registering a decennial growth rate of 22.32 per cent. The Scheduled Caste population constitutes 17.15 per cent of the total population of the State. **The highest proportion of Scheduled Caste population is returned from Kolar District with 30.32 per cent,** followed by Chamarajanagar District with 25.42 per cent. The least proportion of Scheduled Caste population is recorded in the coastal district of Udupi (6.41 per cent) and preceded by Dakshina Kannada (7.09 per cent) District. The proportion of Scheduled Caste population is less than 10 per cent in 4 districts, between 10 to 20 per cent in 13 districts and above 20 per cent in the remaining 13 districts as per Census of India 2011.

Scheduled Tribe Population:

The Scheduled Tribe population in the State has increased from 34,63,986 in 2001 Census to 42,48,987 in 2011, registering a decennial growth rate of 22.66 per cent. The proportion of the Scheduled Tribe population to total population of the State is 6.95 per cent. The **highest proportion of Scheduled Tribe population is returned from Raichur District (19.03 per cent)** and the least proportion is returned from Mandya District (1.24 per cent). The proportion of Scheduled Tribe population is less than 5 per cent in 12 districts, between 5 to 9 per cent in 7 districts and above 10 per cent in the remaining 11 districts.

: Criteria for Scheduling:

The principle of 'Modern Democratic Government' pre-supposes equal opportunities to all, irrespective of race, caste, religion and so forth. A unique feature of Hindu social structure is the stratification based on caste. An individual's status in society is determined by his birth into a particular caste. This process led to the practice of social

discrimination followed by other disabilities. The practice of untouchability with ascribed low status to the downtrodden is the inhuman practice found in village Indian even to this day. Further notion of pollution brought not only social degradation but also economic dependence for certain groups of people.

In order to safeguard the interests of these people who suffered from all sorts of discrimination, the Constitution provided special concessions to enable them to catch up with the rest of the Indian people in process of development. In this connection, certain castes and tribes have been included in the schedule on the basis of social and economic disabilities suffered by them. These are known as 'Scheduled Castes' and 'Scheduled Tribes'. The SCs and STs form a significant proportion of the Indian population. In the absence of a standard definition, it becomes necessary to know the criteria for considering only certain section of the population for purposes of protective discrimination. The test applied to list some castes in the schedule was the social, Educational and economic backwardness arising out of the traditional custom of the practice of untouchability. So far as STs are concerned, the main characteristics common to all are their tribal origin, primitive way of life habitation in remote or not easily accessible areas and general backwardness in all respect. The Presidential order traces the reasons for determining certain groups of people socially, economically and educationally backward to the Government of India Act, 1935. The criteria for determining economic and social backwardness may be identified on the basis that:

1. They are occupying a low position in the Hindu social structure and caste hierarchy of Hindu social organization.

2. There is lack of general educational development amongst the major section of this community.

3. Their representation in Government service is inadequate.

4. They are inadequately represented in the field of trade, commerce and industry, and

5. They also suffer from social and physical isolation from the rest of the community.

: Education of Scheduled Castes and Scheduled Tribes in India:

Constitutional Provisions:

Article 46 of the Indian Constitution states that, "The State shall promote, with special care, the education and economic interests of the weaker sections of the people, and, in particular of the Scheduled Castes and Scheduled Tribes, and shall protect them from social injustice and all forms of social exploitation." Articles 330, 332, 335, 338 to 342 and the entire fifth and sixth Schedules of the Constitution deal with special provisions for implementation of the objectives set forth in Article 46. These provisions need to be fully utilized for the benefit of these weaker sections in our society.

Commitment in NCMP:

The UPA Government has set six basic principles for governance. One of them is "To provide full equality of opportunity, particularly in education and employment for scheduled castes, scheduled tribes, OBC and religious minorities". Besides, the National Common Minimum Programme (NCMP) of the UPA Government contains following (a) UPA Government will take immediate steps to revise the trend of communalization of education that had set in the past five-years. (b) Steps will be taken to remove the communalization of the school syllabus that has taken place in the past five-years. A review committee of experts will be set up for this purpose. (C) The UPA will ensure that nobody is

denied professional education because he or she is poor. (d) All reservation quotas, including those relating to promotions, will be fulfilled in a time bound manner. To modify all reservations, a Reservation Act will be enacted. (e) The UPA Government is very sensitive to the issue of affirmative action, including reservations, in the private sector.

: Special Provisions for S.C & S.T'S:

After independence, the Government of India has taken number of steps to strengthen the educational base of the persons belonging to the Scheduled Castes and Scheduled Tribes. Pursuant to the National Policy on Education -1986 and the Programme of Action (POA) - 1992, and National Education Policy of 2020, the following special provisions for SCs and STs have been incorporated in the existing schemes of the Departments of Elementary Education and Literacy and Secondary and Higher Education.

(a) Relaxed norms for opening of primary or Middle schools; a primary school within one k.m walking distance from habitations of population up to 200 instead of habitations of up to 300 population.

(b) Abolition of tuition fee in all States in government Schools at least up to the upper primary level. In fact, most of the states have abolished tuition fees for SC/ST students up to the senior secondary level.

(c) Incentives like free textbooks, uniforms, stationery, schools bags, etc., for these students.

(d) The Constitutional (86^{th} Amendment) Bill, notified on 13 December 2002 and Right to Education Act, provides for free and compulsory elementary education as a Fundamental Right, for all children in the age groupof 6-14 years. Sarva Shiksha Abhiyan (SSA):

SSA is a historic stride towards achieving the long cherished goal of Universalization of Elementary Education (UEE) through a time

bound integrated approach, in partnership with States. SSA, which promises to change the face of elementary education sector of the country, aims to provide useful and quality elementary education to all children in the 6-14 age groups by 2010. The main features of the programmes are:

(i) Focus on girls education, especially belonging to SC/ST Communitiesand minority groups;

(ii) Back to school camps for out of school girls.

(iii) Free text books for girls;

(iv) Teachers' sensitization programmes to promote equitable Learning opportunities;

(v) Special focus for innovative projects related to girls' Education;

(vi) Recruitment of 50 per cent female teachers.

District Education Programme (DPEP):

The thrust of the scheme is on disadvantaged groups like girls, SCs/STs, working children, urban deprived children, disabled children, etc. There are specific strategies for girls and SCs/STs; however, physical targets are fixed, in an integrated manner including coverage of these groups as well.

Janshala :

The objective of Janshala is to support the efforts for UEE by providing primary education to the children from SCs, STs, minorities, working children and children with special needs. Janshala emphasizes on active involvement of community in primary education programmes and training of teachers.

Janshala Programme is in operation in 139 Blocks of 9 States viz., Karnataka, Andhra Pradesh, Chhattisgarh, Madhya Pradesh, Jharkhand, Orissa, Maharashtra, Rajasthan and Uttar Pradesh. The

programme also covers the cities of Hyderabad, Bhubaneswar, Puri, Cuttack, Jaipur, Lucknow, Ajmer, Bharatpur, Jodhpur and Bhilai.

Mahila Samakhya (MS):

Mahila Samakhya addresses traditional gender imbalances in educational access and achievement. This involves enabling women (especially from socially and economically disadvantaged and marginalized groups) to address and deal with problems of isolation and lack of self-confidence, oppressive social customs and struggle for survival, all of which inhibit their empowerment.

National Programme for Education of Girls at Elementary Level (NPEGEL):

The NPEGEL under the existing scheme of Sarva Shiksha Abhiyan (SSA) provides additional components for education of girls under privileged/disadvantaged at the elementary level. The Scheme is being implemented in Educationally Backward Blocks (EBBs) where the level of rural female literacy is less than the national average and the gender gap is above the national average, as well as in blocks of districts that have at least 5 per cent SC/ST population and where SC/ ST female literacy is below 10 per cent based on 1991.

Shiksha Karmi Project (SKP):

This projects aims at universalisation and qualitative improvement of primary education in remote area and socio economically backward villages in Rajasthan with primary attention to girls. It is noteworthy that in Shiksha Karmi Schools, 74 % of the students are from SCs, STs and OBCs.

Kasturba Gandhi Balika Vidyalayas:

Under the scheme of Kasturba Gandhi Balika Vidyalaya, 750 residential schools are being set up in different areas with boarding facilities at elementary level for girls belonging predominantly to the SC, ST, OBC and minorities. This scheme would be applicable only in those identified Educationally Backward Blocks (EBBs) where, as per

census data 2001, the rural female literacy is below the national average and gender gap in literacy is more than the national average. Among these blocks, schools may be set up in areas with concentration of tribal population, with low female literacy and o r a large number of girls out of school.

Jan Shikshan Sansthan (JSS):

JSS or Institute of People's Education is a polyvalent or multifaceted adult education programme aimed at improving the vocational skill and quality of life of the beneficiaries. The objective of the scheme is educational, vocational and occupational development of the socio-economically backward and educationally disadvantaged groups of urban/rural population particularly neo-literates, semi-literates, SCs, STs, women and girls, slum dwellers, migrant workers, etc.

Central Institute of Indian Language (CIIL):

The Central Institute of Indian Languages, Mysore has a scheme of development of Indian Languages through research, developing manpower and production of materials in modern Indian Languages including tribal languages. The Institute has worked in more than 90 tribal and border languages.

Kendriya Vidyalayas (KVs) :

15 per cent and 7.5 per cent seats are reserved for SCs and STs respectively in fresh admissions. No tuition fee is collected from Scheduled Caste and Scheduled Tribes students up to class XII.

Navodaya Vidyalayas (NVs):

Reservation of seats in favor of children belonging to SCs and STs is provided in proportion to their population in the concerned district provided that no such reservation will be less than the national average of 22.5 per cent (15 per cent for SCs and 7.50 per cent for STs) and a maximum of 50 per cent for both the categories (SCs and STs) taken together. These reservations are interchangeable and over and above the student selected under open merit.

National Institute of Open Schooling (NIOS):

The SC/ST students are given concession in admission fees to the extent of Rs. 200 for middle standard courses, Rs. 250 for secondary courses and Rs. 300 for senior secondary courses.

Under the Scheme of Strengthening of Boarding and Hostel Facilities for Girl Students of Secondary and Higher Secondary Schools cent percent financial assistance is given to Voluntary Organizations to improve enrolment of adolescent girls belonging to rural areas and weaker sections. Preference is given to educationally backward districts particularly. Those predominantly inhabited by SCs/STs and educationally backward minorities. Out of 43,000 scholarships at the secondary stage for talented children from rural areas 13,000 scholarships are awarded to SC/ST students subject to fulfillment of criteria laid down.

NCERT:

NCERT focuses on the development of textbooks, workbooks, teacher guides, supplementary reading materials, evaluation or textbooks, vocational education, educational technology, examination

reforms, support too Sarva Shiksha Abhiyan, Education of Educationally disadvantaged group.

NCERT operates the National Talent Search Scheme for pursuing courses in science and social science up to doctoral level and in professional course like medicine and engineering up to second- degree level subject to fulfillment of the conditions. Out of 1000 scholarships, 150 scholarships are reserved for SC students and 75 scholarships for ST students.

SCP and TSP:

From the allotted budgets of the Departments of Elementary Education and Literacy and Secondary and Higher Education, 15 per cent and 7.50 per cent are allocated under the Special Component Plan

(SCP) and the Tribal Sub-Plan (TSP) for Scheduled Castes and Scheduled Tribes respectively. The Department of Secondary and Higher has earmarked notionally Rs. 33.75 crore and 166.88 crore for SCP and TSP respectively out of the plan outlay of Rs. 2225 crore for Annual Plan 2004-05. Department of Elementary Education and Literacy has earmarked notionally Rs. 900 crore and 450 crore for SCP and TSP respectively out of the plan outlay of Rs. 6000 crorefor Annual Plan 2004-05.

: Literacy Rates:

Adult Literacy Schemes of the National Literacy Mission have been implemented in all the districts of the country. Special measures have been initiated to improve female literacy in low female literacy districts (45) through focused interventions by Zilla Saksharata samitis, Non-government Organisations, women volunteer teachers and Panchayati Raj functionaries. Emphasis is also being laid on provision of life-long learning opportunities, imparting vocational skills and improving income generation of neo-literates through the Continuing Education Programme, which is being implemented in 272 districts.

The achievements made in the literacy rates of Scheduled Castes and Scheduled Tribes are also significant as compared to those in the 1991 Census, i.e., 37.41 per cent and 29.41 percent respectively. Besides, the growth in female literacy amongst the Scheduled Castes and Scheduled Tribes is also at a faster rate as compared to male literacy figures.

Literates:

The effective Literacy rate has been defined as the percentage of total number of literates among the population aged 7 years and above. Effective Literacy Rate Number of Literate persons aged 7 and above x 100 Population aged 7 and above. The State is witnessing constant increase in the Effective Literacy Rate over the past decades. In continuation of the

trend witnessed during the previous decades the Literacy Rate of the State has increased from 66.64 per cent in 2001 to 75.36 per cent in 2011. While the Male Literacy has increased from 76.10 per cent to 82.47 per cent, the Female Literacy rate has increased from 56.87 per cent to 68.08 per cent. The increase in the Female Literacy rate by 11.21 percentage points against the Male Literacy rate increase of 6.37 percentage points has substantially narrowed the gap between Male – Female Literacy rates. Among the districts, Dakshina Kannada District with overall Literacy rate of 88.57 per cent retains its top position, closely followed by Bangalore District (87.67 per cent) and Udupi District (86.24 per cent). The lowest overall Literacy rate of 51.83 per cent is recorded in the newly created Yadgir District, preceded by Raichur District which has recorded 59.56 per cent. Apart from these two districts, all the remaining 28 districts have registered more than 60 per cent Literacy rates.

: The Present Scenario:

The All India literacy rates of Scheduled Castes/Scheduled Tribes are 21.38 and 16.35 per cent respectively as against 41.20 of non-SC/ST population according to 1981 census. The literacy rates of women for the above categories are 10.93, 8.04 and 29.43 per cent respectively. The proportion of enrolment of SC/ ST children continues to be much less than their population proportion and the dropout rate continues to be very high at all levels of education; the problem is more severe in case of girls of these communities. The situation calls for systematic efforts directed towards the educational development of SC/ST.

The Policy, Targets and Implications for Strategy:

1. The Central focus in educational development of SC/ST is their equalization with the non-SC/ST population at all stages and levels of education.

2. The this end, cent per cent enrolment of SC/ST children in the age group 6-11 (Classes I-V), ensuring their retention in school leading to satisfactory completion of the primary stage of education or its equivalent through the non-formal stream has to be achieved by 1990. This would mean enrolling approximately

   15.5 million SC children and 7.5 million ST children in the age group 6-11 by 1990.

3. At least 75 per cent of the children in the age group 11-14 (classes VI-VIII) will have to be enrolled and retained in school leading to satisfactory completion of class VIII to achieve the policy goals envisaged in the NPE.

4. the operational strategy for achieving the above goals and the targets for implementation will be as follows :

   (a) Incentive to indigent families to send their children to school regularly till they reach the age of 14.

   To provide incentive/assistance to indigent SC/ST families, details of a scheme of incentive will be worked out in consultationwith the State Governments.

   (i) To ensure timely payment of pre-matric, scholarships funded entirely and administered by the state governments (except the centrally sponsored schemes for children of families engaged in the so-called 'unclean' occupations which if funded by the centre and the state governments on 50:50 sharing basis), the amounts of continuing scholarship should be released by the first of the month to which it relates. To avoid delays new scholarships will be sanctioned on the basis of sole affidavit furnished by the parents of the candidate.

(ii) A single nodal agency will be identified for disbursement of scholarships. State Governments will be requested to draw plans within a month to work out details of disbursement and ensure prompt payment.

(iii) Payment through banks, post offices or other agencies like DRDA, SC/ST corporations will also be explored.

(iv) Rates and amount of scholarships will be raised to make them adequate from the point of view of helping to ensure universal enrolment of SC/ST children.

(v) The coverage will be sent per cent of all eligible SC/ST children.

(vi) Measures to ensure prompt payment of post-matric scholarships provided by the Government of India (Ministry of Welfare) will be introduced along the lines as mentioned above for the pre-matric scholarships.

(vii) The financial estimates in respect of post-matric scholarships will be worked out after final decision is taken by the High Level Committee set up by the Ministry of Welfare for revision of rates of scholarships.

(viii) In respect of the scheme of incentives like provision of uniforms, books, stationery, etc. detailed financial estimates will be worked out by the State Governments and implemented effectively.

(ix) Pre-matric scholarships for children of families engaged in occupations like scavenging, flying and tanning.

b) The Ministry of Welfare will take necessary steps to extend the scheme to all children from class I onwards from the beginning of the academic year 1986-87, instead of limiting it as at present to

students of classes VI-X; the income ceiling shall be abolished.

- Benefits under the scheme will also be extended to cover day scholars.

(c) Constant micro-planning and verification will be done to ensure that enrolment, retention and successful completion of courses by SC/ST students do not fall at any stage.

(i) Micro-planning will include formulation of detailed village and block level plans within an identified time-frame; mapping of education infrastructure and removal of deficiencies; extension approach at the village level to persuade parents to send the children to school, with the involvement of teachers, parents, local leaders, Social workers, etc. and provision of remedial coaching at all stages and special remedial coaching for classes IX- XII for preparing SC/ST children for professional courses.

(d) Recruitment of teachers from SC/STs

(i) A crash programme for recruitment of teachers from among SC/ST will be undertaken to remove existing gaps and equip all single teachers‟ schools. Educa- tional qualification, especially for women teachers should be relaxed. Adequate provision will be made for continuing education of teachers recruited and to ensure their professional up gradation. The crash programme is proposed to be commerce from the Academic year 1986-97.

(e) Provision of hostel facilities for SC/ST at district head quarters.

(i) A phased programme will be undertaken to ensure that all district headquarters which do not have SC/ST hostels are provided with such facilities in 1986-87.

(ii) The Ministry of Welfare takes up this scheme under a centrally sponsored programme.

(f) Location of school buildings, balwadis and adult education centres in scheduled castes bastis/mohallas and tribal villages.

(i) Priority will be given to locate these institutions in SC bastis and mohallas in tribal villages/ hamlets.

(g) Utilisation of NREP, RLEGP resources to provide educational facilities for SC/ST.

(i) After identifying gaps in infrastructure an accelerated programme were drawn up to develop educational in-situations in SC bastis and tribal villages will funds to be made available from NREP/ RLEGP.

(h) Content and value orientation of the curricula in respect of Scheduled Tribes.

(i) Preparation of primers for classes I and II in respect of tribal languages having more than 1 lakh speakers should be completed by the end of the VII Plan.

(ii) The centre and the state governments constituted committees at appropriate levels to review the contents of the existing curricula to ensure that caste and other prejudices do not come in the way of integration leading to establishment of an egalitarian society.

(i) Educationally backward areas:

(i) Existing gaps in educational infrastructure in remote and inaccessible areas, islands, hills and desert areas were identified during 1986-87 and plans for implementation to remove the backlog will be undertaken during the remaining years of the VII plan.

(j) Other educationally backward sections.

(i) Measures were taken for further strengthened to ensure that incentives in the form of scholarships, uniforms, books and stationery, etc. reach the clientele groups.

(ii) Priority was given to the special needs of nomadic, semi-nomadic and de notified communities.

: Organization and Management of Programmes

1. Detailed guidelines for monitoring was evolved at the central and state levels to ensure qualitative implementation of the programmes; standards to achieve optimal efficiency in imple- mentation, was laid down; consistent with the autonomy of the implementing agencies norms of accountability shall be defined at all levels.
2. A single nodal agency for coordination of all programmes leading to the development of SC/ST and other backward sections may be developed at the central and state levels. It is suggested that a standing Committee of the CABE under the chairmanship of Minister HRD may be constituted to monitor and review implementation of all educational programmes for SC/ST and other educationally backward sections at the Central level. A similar committee under the State Advisory Board to Education was constituted at the state level.
3. In addition to an in-built mechanism for continuous evaluation of programmes, evaluation of important schemes like scholarships, hostels and the proposed incentive scheme may be undertaken by external agencies.

Education in the Declaration of Human Rights:

Education has been specified as one the fundamental human rights vide Article 26 of the universal Declaration of Human Rights follows: -

Article 26 (i) "Everyone has the right fundamental stages. Technical and professional education shall be equally assessable to all on the basis

of merit;" (ii) "Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms." "It shall promote understanding, tolerance and friendship among all nation, racial or religious groups and shall further the activities of the united nations for the maintenance of peace." (iii) Parents have a prior right to choose the king of education that shall be given to their children.

: Education of the Scheduled Castes:Population of Scheduled Castes:

In 2001, the population of Scheduled Castes was 179.7 million, which accounted for 17.5 percent of the total population (projected on the basis of the trend of their decadal growth rates).

Almost half of the total population of SC is concentrated in the states of Bihar, Haryana, Madhya Pradesh, Punjab, Rajasthan and U.P. -popularly known as Hindi belt in the North. In the South, SCs are concentrated mainly in Andhra Pradesh and Tamil Nadu. In the East, they are in Bengal and in the West in Maharashtra.

Origin of the Term Scheduled Caste:

The Simon Commission (1928), which was boycotted in India and became responsible for the death of Lala Lajpat Rai on account of 'Lathi Charge' coined the term Scheduled Caste. Thereafter, it was used in Government of India Act, 1935. After independence, it found expression in the various provision of the Constitution.

The Education of Scheduled Castes and Scheduled Tribes:

The central focus in the SCs educational development is their equalization with the non-SC population at all stages and levels of education, in all areas and in the entire four dimensions-rural male, rural female, urban male and urban female.

The Measures Contemplated for Education of SC/ST Includes :

(i) Incentives to indigent families to send their children to school regularly till they reach the age of 14;

(ii) Pre-metric Scholarship scheme for children of families engaged in occupations such as scavenging, and tanning to be made applicable from Class I onwards. All children of such families, regardless of incomes, were covered By this scheme and time-bound programmes targeted on them was undertaken;

(iii) Constant micro-planning and verification to ensure that the enrolment, retention and successful completion of courses by SC students do not fail at any stage, and provision of remedial courses to improve their prospects for further education and in employment;

(iv) The recruitment of teachers from Scheduled Castes;

(v) Provision of facilities for SC students in hostels at district headquarters, according to a phased programme;

(vi) Location of school building, Balwadis and Adult Education Centers in such a way as to facilitate full participation of the Scheduled Castes; backward sections of society, particularly in the rural areas. Hill and desert districts, remote and inaccessible areas and islands were provided adequate institutional infrastructure.

: PRESENT STATUS O F EDUCATION IN THE STATE:

Table1.1: Districts wise Literacy rate by sex (Karnataka State): 2011

Sl.	Districts	Number of Literates			Literacy rate		
No		P	M	F	P	M	F
-	KARNATAKA	4,10,29,323	2,28,08,468	1,82,20,855	75.6	82.85	68.13
1	Belgaum	30,85,292	17,52,062	13,33,230	73.94	82.9	64.74
2	Bagalkot	11,28,972	6,54,206	4,74,766	69.39	80.16	58.55
3	Bijapur	12,57,742	7,39,873	5,17,869	67.2	77.41	56.54
4	Bidar	10,53,181	6,06,524	4,46,657	71.01	79.94	61.66
5	Raichur	9,98,899	5,89,746	4,09,153	60.46	71.35	49.56
6	Koppal	8,05,427	4,70,856	3,34,571	67.28	78.21	56.22
7	Gadag	7,05,136	4,01,560	3,03,576	75.18	84.89	65.29
8	Dharwad	13,14,353	7,21,440	5,92,913	80.3	86.83	73.57
9	Uttara Kannada	10,84,277	5,85,127	4,99,150	84.03	89.72	78.21
10	Haveri	10,94,805	6,08,727	4,86,078	77.6	84.22	70.65
11	Bellary	14,86,230	8,53,834	6,32,396	67.85	77.24	58.28
12	Chitradurga	10,94,403	6,11,462	4,82,941	73.82	81.37	66.05
13	Davanagere	13,27,614	7,32,582	5,95,032	76.3	83.02	69.39
14	Shimoga	12,70,845	6,79,895	5,90,950	80.5	86.11	74.89
15	Udupi	9,29,623	4,68,933	4,60,690	86.29	91.69	81.41
16	Chikmagalur	8,21,670	4,42,110	3,79,560	79.24	85.66	72.88
17	Tumkur	18,05,361	10,05,570	7,99,791	74.32	82.05	66.45
18	Bangalore	76,09,962	41,46,709	34,63,253	88.48	91.82	84.8
19	Mandya	11,54,952	6,45,133	5,09,819	70.14	78.14	62.1
20	Hassan	12,29,941	6,73,922	5,56,019	75.89	83.55	68.3
21	Dakshina Kannada	16,66,834	8,66,331	8,00,503	88.62	93.31	84.04
22	Kodagu	4,14,305	2,16,413	1,97,892	82.52	87.24	77.91
23	Mysore	19,65,492	10,70,649	8,94,843	72.56	78.44	66.59

24	Chamarajanagar	5,66,076	3,15,321	2,50,755	61.12	67.88	54.32
25	Gulbarga	14,52,693	8,45,059	6,07,634	65.65	75.11	55.87
26	Yadgir	5,16,940	3,13,797	2,03,143	52.36	63.33	41.31
27	Kolar	10,24,555	5,70,799	4,53,756	74.33	81.94	66.56
28	Chikkaballapura	7,91,692	4,49,291	3,42,401	70.08	78.36	61.55
29	Bangalore Rural	6,93,068	3,88,833	3,04,235	78.29	85.44	70.73
30	Ramanagara	6,78,983	3,81,704	2,97,279	69.2	76.92	61.3

Census of India-2011, Provisional Population Tool

Table1.2: Literacy Rates for the state-1951-2011

YEAR	PERSONS	MALE	FEMALE
1951	20.6	N.A.	N.A.
1961	25.4	36.2	14.2
1971	31.5	41.6	21
1981	38.5	48.8	27.7
1991	56	67.3	44.3
2001	66.64	76.1	56.87
2011	75.6	82.85	68.13

Note : Literacy rates for 1951,1961 and 1971 related to population aged five years and above. The rates for the years 1981 to 2011 related to the population aged seven years and above.

Table1.3: Literacy Rates of SCs and Total Literate Population (1971-2011)

Category	1971	1981	1991	2001	2011
Total Population	29.45	36.23	52.21	65.38	74.24
Scheduled Castes	14.67	21.38	37.41	54.70	65.04
Gap between SCs and total Population	14.78	14.85	14.80	10.80	09.20

Table-1.4: Growth of Scheduled Tribes in India

Census	Total population of Scheduled Tribes in lakhs	Percentage of Scheduled Tribes to Total Population
1951	225	6.23
1961	302	6.87
1971	380	6.94
1981	538	7.58
1991	678	8.08
2001	840	8.20
2011	1,043	8.61

Table-1.5: Details of Population in Karnataka (2011-Census)

	ALL INDIA	KARNATAKA
Total Population	1,21,05,69,573	6,10,95,297
Male	62,31,21,843	3,09,66,65
Female	58,74,47,730	3,01,28,640
SC Population	20,13,78,372	1,04,74,992
Male	10,35,35,314	52,64,645
Female	9,78,43,058	52,10,447
Literacy in %		
Total Male	80.90%	82.47%
Total Female	64.6%	66.01%
SC-Male	75.17%	74.02%
SC-Female	54.46%	56.07%

: CONCEPT OF DROPOUTS:

Withdraw from participation in a group such as a school, club, or game; also, withdraw from society owing to disillusionment. For example, *He couldn't afford the membership dues and had to drop out*, or *she planned to drop out from college for a year*.

A dropout is someone who doesn't finish a project or program, especially school. If you quit high school before you graduate, some people will call you a dropout.

As per the survey, a dropout is an "ever-enrolled person" who does not complete the last level of education for which he/she has enrolled and is currently not attending any educational institution.

Dropouts are a universal phenomenon in Indian educational system at all the levels, which results in considerable wastage of resources. Ordinarily a dropout is defined as a person who withdraws from a programme of study before completing it. It differs from wastage where a student takes a longer time to complete a course than the prescribed. For example at the primary level all those children who are admitted to class-I, and who do not to complete class IV or V, all taken as dropouts.

Dropout is most serious at primary level of school. A number of studies have been shown that dropout is higher in case of disadvantaged poor students. The major reason given usually being that the children are an economic asset to the parents as they have to help their parents.

Dropout is premature leaving from school, for example a child enrolled in a school expected to complete two years, necessary for attaining permanent literacy.

Bachman, Green and Writanen (1971) defined the dropouts are those individuals who interrupt their full time attendance in school for more than a few weeks and for reason other than illness.

Fine and Rosenberg (1983), expressed their views that "dropout is a colloquial team. It is understood that many of these children have been thrown out, pushed out, are never allowed in to the main stream of primary education".

Drop out is a universal ephemeron, which varies from country to country and from region to region within the same country. A student may attend the course of a study for its prescribed duration, but

i. May not appear at the examination and discontinue the studies.
ii. May appear and fail in the any one of the examination and discontinue the education.
iii. May appear, pass but discontinue the further study

: DROPOUTS IN PRIMARY SCHOOLS:

The problem of dropout has been continually troubling the primary education system not only in India but in other developing countries also. Dropout does not mean mere rejection of school by children. It leads to wastage of the funds invested in school buildings, teachers‟ salaries, equipment, textbooks and so on. It also means the existence of some deficiencies in the organization of the primary education system. The subject of „dropout‟ or „wastage‟ has been studied in India and other countries over the past 65 years and many of the reasons for this educational malady are now known. However, it is not easy to deal with the malady because its origin lies partly within the system itself which has been designed by scholars, politicians and administrators. Their intentions may be beyond reproach but the major lacuna in their designs has been the absence of a comprehensive dialogue with the people to understand their perception of education and of the place of the child in the family. This is the reason why several developing countries are now reorganizing the primary education system so as to make it people-oriented, instead of official-oriented.

It is the administrator‟s views on „control‟ of the system and the teacher‟s view of the child as raw material to be controlled and shaped that has resulted in the linear nature and illogical uniformity of primary schooling. Recently, however, alternatives have been successfully tried out in countries like China, Indonesia, and some Latin American countries with considerable benefit. To adjust the system of education to the social, economic and cultural circumstances of the children and their community requires a people-oriented administration. Also, teaching-learning techniques need cultural adjustments so as to be more pupil-oriented than teacher- oriented as they happen to be at present in our country. The organization of vacations and holidays is rarely adjusted by our system to the occupational and cultural traditions of the community, and this prevents the children from participating at their level in festivals, ceremonials and occupations of interest, to the family and the community.

Decentralization of administration to the level of villages or at least a block of villages has to be considered seriously and systematically if universal primary education is to materialize. The proper area for selection and appointment of teachers could be the block so that they may be known to the community and find it easy to obtain community co-operation through dialogue and debate. Seasonal variations can be understood by a local teacher as a factor for adjusting the learning time and days during the year. Alongside, the teacher and the parents can utilize development schemes to enable poor families to increase their income and ensure that children are not required to earn their keep and miss the school for that reason.

The present study has found that all the usual causes of dropout exist in the blocks selected for study. It is also found that lack of proper roads essential to enable the children to walk to school is also one of the reasons for difficulties in school attendance in some areas. Perhaps, for a

similar reason, and a few other reasons also, teachers‟ attendance in schools is irregular. Lack of proper road- communication can be one of the major causes for children‟s non-attendance and dropout. In Karnataka, the salaries of teachers are now reasonably good and this is no longer a factor which would adversely affect the teacher‟s performance. But lack of supervision and also a lack of dialogue with the community due to the centralized nature of administration seem to be the major reasons for the teachers‟ disinclination to work in unfamiliar communities where they are posted.

Karnataka has recently carried out a study of its socio-economic development. It has acknowledged the widespread incidence of dropout. The fact that one of the main reasons for non-attendance and dropout is the ill-health of the children caused by ignorance of hygiene and inadequate availability of health services is however not highlighted. A large number of rural and tribal children suffer from worms, scabies, malnutrition, weak eyesight, and dental caries and so on. Greater participation of primary health centers and sub-centers in promoting health programmes for the poorer sections in the villages, and particularly for children, may reduce the dropout caused by ill-health. Ultimately, one has to admit that the problem of dropout is not connected simply with school-related problems such as disinterested teachers and school infrastructure. In the rural communities, it is poverty, ignorance, superstition and cultural constraints (particularly relating to girls) that obstruct schooling. It may be possible to address these problems if government seeks the help of non-government organizations dedicated to the cause of health- education and poverty alleviation. Also, micro-level development planning from an integrated health and education standpoint may help evolve alternative systems of access to school and retention of all types of children in primary education. Attention to local

contexts and a rational view of dropout may help achieve the goal of universal primary education fairly early.

: DROPOUTS STATUS:

Education, being the most important instrument for empowering weaker section of the society, every effort is being made to improve the educational status of SCs on priority basis. Between 1971 and 1991, the literacy rate of SCs increased by 2.6 times, while that of total population increased by 1.8 times.

Table1.6: Gross Enrolment Ratios of SCs and Total Literate Population (1971-2001)

Category	**1971**	**1981**	**1991**	**2001**
Total Population	18.69	29.85	39.29	54.16
Scheduled Caste	06.44	10.93	23.76	NA
Gap between female literacy of SC & Total Population	12.25	18.92	15.53	NA

Note: Includes SC Population.

Table-1.7: Gross Enrolment Ratios of SCs and Total Popu lation Enrolment (1990-91 to 1999-2000)

	Year	**1990-91**		**1999**	
	Class	**I-V**	**I-VIII**	**I-V**	**I-VIII**
Total Pop.	Total	100.1	62.1	94.9	58.8
	Boys	114.0	76.6	104.1	67.2
	Girls	85.5	47.8	85.2	49.7
Scheduled	Total	102.2	47.7	92.4	62.5
	Boys	122.7	61.4	103.6	73.6
	Girls	80.60	33.3	80.5	50.3
Gap	Total	2.1	-14.4	-2.5	3.7
	Boys	8.7	-15.2	-0.5	6.4
	Girls	-4.9	-14.5	-4.7	0.6

Note: Includes SC Population

: GENESIS OF THE STUDY:

For over a decade now, the importance of five to eight years of schooling for all children has come to be accepted as a societal goal. Gone are the days when people, at least in the more educationally backward regions of the country, questioned the relevance of primary education in the daily battle for survival of the poor, particularly poor women. The District Primary Education Project (DPEP) has not only augmented available resources for primary education but has also given primary education the attention and priority it merits in the government. Conventional approaches to educational access have been challenged by new approaches such as the Education Guarantee Scheme. Some State Governments have showed willingness to collect information on out-of-school children by setting aside the "official" data generated by the system and actually enumerating children who were not attending school. The ball that was set rolling in the late 1980s in the wake of the National Policy on Education has gained momentum in the last five years. Renewed efforts to make primary education available to all children in the 6-14 age groups have made a difference in many areas of this vast and diverse country.

This is not to say that all is well and we are poised to achieve universal elementary education in the next half decade or so. What this signals is that, for the first time in independent India, primary education is receiving some focused attention from political leaders and administrators. The overall social and political environment is positive.

Whatever the purported successes in the last 50 years and earlier when the country embarked on modern education and, grudgingly, or otherwise, accepted universalisation of elementary education as a societal goal, there has been a strata of children that has persistently escaped the net of schooling. The preliminary results from the 2001 census, several national Sample Surveys as also DPEP baseline studies have attempted to estimate the extent of non participation in primary schools. It has to be

unfortunately admitted that innumerable programmes and experiments notwithstanding, these estimates range from a low of 61 million (NFHS 1993-94) or 77 million (NSS 1993-94) children to a high of 89.64 million (GoI/NSSO) and approximately 90 million in 2001 (estimated from household surveys alone under the aegis of DPEP programme in selected States). Definitional problems make it difficult to estimate the proportion of children who work. A large number of children are formally enrolled in school but continue to work. And then, there are the children whose work is "invisible", for example, girls working at home. Close to two-thirds of out-of-school children are girls with, of course, significant variations by region, caste, tribe and community. Kerala and Himachal Pradesh represent major success stories, managing near universal participation, while the BIMARU belt lags far behind. And though, as a result of specific focus programmes for the girl child, the growth rates in enrolment for girls have dramatically improved to double that of boys in the primary stages (classes I to V) and even higher in the middle stages (classes VI to VIII) the situation remains worrisome.

Equally, if not more troubling, is the situation of children from SC and ST communities. Many of these communities are not only poor, but they also face a range of social exclusions that deprive them of the benefits of all publicly provided services, including education. The situation is far worse when we look at migrant communities, those once classified as criminal tribes and so on. The segregated settlement pattern in most of our villages, with houses of the deprived located on the margins – often replicated in urban slum settlements and shanty towns – ads to the difficulty of access.

Just adding more schools and teachers, even in the settlements of communities marked by low school participation, is insufficient since courses, language of instruction and pedagogic methods are designed to suit children from relatively high class and caste strata.

An even greater problem and one of immediate concern is that of drop-outs. In spite of the remarkable expansion of elementary education system in the last few decades, a very large number of children in India continue to be out of school. Most of those who enroll in class I do not complete the eight years of education. The growing needs of primary education have not been met by all the efforts made so far and there continues to be fairly large gaps in the achievement levels of all children enrolled at primary stage, a very high percentage drop out even before reaching class V. Though most States of India have done well in enrolling more and more children in schools, their inability to retain them has been a problem. Considerable efforts have been made during the last decade to ensure that children do not drop out of school after initial enrolment. There has been significant decline in dropout rates between 1991 and 1999. This is more pronounced in the case of girls. Between 1991 and 1995 the dropout rate for girls declined from about 48 per cent to 38 per cent at primary stage (Classes I to V). If the same trend continues, as estimates indicate, 7 out of 10 girls who joined primary school in 1999 are likely to remain in the system for at least five years. It is also observed that the difference between boys and girls is narrowing, though the situation is not quite encouraging with respect to upper primary stage. It is essential to understand the crux of the problem of dropouts especially, the problem related to girls, even when various schemes related to elementary education have been implemented. This question requires empirical investigation and research. For the present study, the State of Karnataka was taken which is quite an educationally forward state yet with considerable dropout in primary schools especially in rural areas.

Primary Education at National Scenario:

Providing elementary education for all, with an ever-burgeoning population, has not been an easy task. However, the network of Primary Schools has expanded significantly. An estimated 95 per cent of the rural population living in 826,000 habitations has access to a primary school

within a radius of 1 km and about 85 per cent of the population has an upper-primary school within a radius of 3 km.

There has been substantial expansion of primary and upper-primary schools in the country in the recent decades. According to the Sixth Educational Survey data, there are 5.70 lakh primary schools and 1.62 lakh upper primary schools.

Information on net enrolment ratio available from two sources namely, the Sixth All India Educational Survey with 30 September, 1993 as the date of reference and the 52nd Round of the NSSO for the year 1995-96 gives net enrolment ratio for children in age group 6 to below 14 years at 57.5 per cent. In other words, of the children in age group 6 to below 14 years, 57.5 per cent were enrolled in Classes I-VIII. The ratio was 64 percent for boy‟s and50.4 percent for girls. The ratio was 62.2 per cent for children in age group 6 to below 11 years and 44.8 per cent for ages 11 to below 14 years. The NSSO data for 1995-96 gives a net enrolment ratio of 66 per cent for Classes I-V and 58 per cent for Classes VI-VIII. Moreover, while gender gap in the ratios for rural areas was significant, more so, for classes VI – VIII, it was not so for urban areas. At State level, for Classes I – V the ratio was significantly lower than the national average for Bihar, Rajasthan and Uttar Pradesh. Apart from these three States, for Classes VI – VIII, the ratio was also lower than the national average in the States of Madhya Pradesh and West Bengal. (National Human Development Report, 2001).

The dropout rate gives an indication about the wastage of school education and tends to undermine benefits of increased enrolments. Indicators such as dropout rate or school attendance rates qualitatively supplement the use of enrolment indicators to capture the flow aspect of educational attainment in any context. Though the dropout rate at national level for India has been declining, there is considerable regional disparity in the magnitude. As per the latest estimates available from the Ministry of Human Resource Development of students enrolled in Classes I – V, over 40

per cent dropped out in 1999-2000 as against 58.7 per cent in 1980-81 and 65 per cent in 1960-61. Similarly, nearly 55 per cent of students enrolled in Classes I – VIII dropped out in 1999-2000 as against nearly 73 per cent in 1980-81 and 78 per cent in 1960 – 61. The dropout rate has been higher for girls. It was 42.3 per cent for Classes I – V and 58 per cent for Classes I –VIII in 1999-00 as against 62.5 per cent and 79.4 per cent respectively in 1980-81. At State level, the dropout rate has been quite high in Bihar, Jammu-Kashmir, Orissa, Rajasthan, UP, West Bengal and most of the States in North East for Classes I – V and in Andhra Pradesh, Assam, Bihar, Gujarat, Karnataka, Orissa and West Bengal, apart from the North Eastern States for Classes I – VIII in 1999-2000 (National Human Development Report,2001).

A NSSO Survey for the year 1995-96 showed that the dropout rate increases cumulatively with level of education. It was estimated that of the ever enrolled persons in the age group 5 – 24 years, 21 per cent dropped out before completing primary levels. Half the children dropped out before attaining middle level, over three fourths dropped out before attaining secondary levels and 9 out of 10 persons ever enrolled could not complete schooling. The dropout rate was least for those belonging to the highest expenditure class and maximum for those from the lowest expenditure class. Children from poorer sections of the society drop out in the early stages of education while those from the better off sections drop out at later stages. Among reasons for dropping out from schools, it was found that one-third of the drop outs were because either the children or their parents were not interested and nearly as many were on account of economic considerations, such as the compulsion to work for wages or looking after younger siblings. About 26 per cent cited, school and teaching curricula related factors such as unfriendly atmosphere in schools, doubts about the usefulness of schooling and inability to cope with studies as reasons for their dropping out. Among girls in rural areas, these factors accounted for

over 75 per cent of the drop outs. Similarly, findings were reported in the PROBE report (Study Conducted in Some Selected States). They found that of the boys who dropped out, 35 per cent did not want to continue and 47 per cent were withdrawn from schools by parents who cited factors such as schooling being too expensive, requirement of children in other activities and poor teaching standards as the main reasons for their decision. The corresponding proportion for girls was 16 and 66 per cent respectively.

New Attempts for Development of Elementary Education:

As seen earlier, the country has made impressive achievement in the elementary education sector. But the flip side is that out of the 200 million children in the age-group 6-14 years, 59 million children are not attending school; of this, 35 million are girls and 24 million are boys. There are problems relating to dropouts, low levels of learning achievement and low participation of girls, tribal‟s and other disadvantaged groups. There are still at least one lakh habitations in the country without schooling facility within a kilometer. Coupled with it are various systematic issues like inadequate school infrastructure, poorly functioning schools, high teacher absenteeism, large number of teacher vacancies, poor quality of education and inadequate funds.

Various schemes were launched in pursuance of the emphasis embodied in the NPE and the POA. The scheme of Operation Blackboard was launched in 1987-88 with the aim of improving human and physical resources available in primary schools of the country. Provision of at least two reasonably large rooms, at least two teachers and essential teaching / learning materials for every existing primary school were the components of the scheme. During 1993-94, the scheme was extended to cover upper primary schools. It provided for three rooms for primary schools, an additional teacher for upper primary schools and a third teacher for primary schools with an enrolment of more than 100. The scheme was implemented through the State Government.

Funds were provided to the states for procurement of Teaching-Learning Equipment (TLE) and payment of salaries to teachers appointed under the OB scheme. The scheme was subsumed in Sarva Shiksha Abhiyan from 2002-03.

The District Primary Education Programme (DPEP) was launched in 1994 as a major initiative to achieve the objective of Universalisation of Primary Education (UPE). The programme is implemented through State-level registered societies. The programme aims at providing access to primary education for all children, reducing primary dropout rates to less than 10 per cent, increasing learning achievement of primary school students by 25 per cent and reducing the gender and social gap to less than five per cent. The programme was structured to provide additional inputs over and above the Central / State sector schemes for elementary education. It fills the gap in the development of primary education and seeks to revitalize the existing system. The programme is contextual and included components like construction of classrooms and new schools, opening of non-formal/alternative school centers, appointment of new teachers, setting up of Early Childhood Education Centers (ECEC), strengthening of State Councils of Educational Research and Training (SCERTs) / District Institutes of Educational Training (DIETs), setting up of Block Resource Centers / Cluster Resource Centers, teacher training, development of teaching / learning material, research-based interventions, special interventions for integrated education to disabled children, education of girls, working children, SC/ST, etc.

Since its initiation in November 1994 when DPEP covered 42 districts in seven States, its reach has spread to 273 districts in 18 States. Eighty-five per cent of the project cost is shared by the Government of India (GoI) and 15 per cent by the concerned State Government. Both the Central and the State shares are passed on to the State Implementation Societies directly as grant. Universalisation of Elementary Education (UEE) has been accepted as a national goal. The Ninth Five Year Plan envisages UEE to mean

universal access, universal retention and universal achievement. As a result of the efforts made by the Central and State governments, 94 per cent of country's rural population have primary schools within one km. At the upper primary stage, 84 per cent of the rural population has schools within a distance of three km.

The Central and State governments have over a period of time evolved strategies to check drop-out rates and improve levels of achievement in the schools, the key elements of which include; (i) creating parental awareness and community mobilization; (ii) involvement of communities and PRIs (73rd and 74th Constitutional Amendments); (iii) economic incentives; (iv) improvement in the infrastructure facilities in schools; (v) District Primary Education Programme initiative; (vi) National Programme of Nutritional Support to Primary Education (Mid-day Meals Scheme); (vii) Education Guarantee Scheme and Alternative and Innovative Education; (viii) Teacher Education Schemes, and (ix) Sarva Shiksha Abhiyan initiative.

The Government formulated a revised Constitution Amendment Bill (93 Amendment) and it was presented in Parliament. The Lok Sabha passed the bill on 28 November 2001. It was considered by the Rajya Sabha on 14 May 2002.

The main features of the revised Constitution (93rd Amendment) Bill are as follows : (i) Insertion of a new Article 2A to provide for free and compulsory education to all children of the age of 6-14 years in such manner as the State may, by law, determine; (ii) Substitution of existing Article 45 of the Constitution with the following : "The State shall endeavor to provide early childhood care and education for all children until they complete the age of 6 years"; (iii) Insertion of the following new Clause in Article 51(A) of the Constitution relating to Fundamental Duties of the citizens : "(k) who is a parent or guardian to provide opportunities for education to his child, or, as the case may be, a ward between the age of 6-14years".

The Scheme of Sarva Shiksha Abhiyan (SSA) was evolved from the recommendations of the State Education Ministers' Conference held in October 1998, to pursue UEE as a mission. Approved in November 2000, the goals of SSA are : (a) that all 6-14 age children (i) are in school/Education Guarantee Scheme (EGS) / bridge course by 2003; (ii) complete five year primary education by 2007; (iii) complete eight years of schooling by 2010; (b) Focus on elementary education of satisfactory quality with emphasis on education for life; (c) bridge all gender and social category gaps at primary stage by 2007 and at elementary education level by 2010; and (d) Universal retention by 2010.

The SSA will cover the entire country with a special focus on educational needs of girls, Scheduled Castes and Scheduled Tribes and other children in difficult circumstances. The Ministry has also set-up a National Level Mission under the Chairmanship of the Prime Minister vide Resolution dated 2 January 2001. Grants were released to States/UTs for starting preparatory activities in 294 non-DPEP districts and for upper primary in 59 DPEP (Phase-I) districts. The PAB has also approved the District Elementary Education Plans (DEEPs) of 512 districts (253 DPEP districts and 259 non-DPEP districts) with an outlay of Rs. 1,106.26 crore during the year 2001-2002.

: HYDERABAD KARNATAKA DISTRICTS:

Kalyana-Karnataka region formerly known as Hyderabad Karnataka is a region of the Indian state of Karnataka, which was part of Kingdom of Hyderabad ruled by the Nizams and the Madras presidency of British India. The region comprises Bidar, Yadgir, Raichur, Koppal and Kalaburagi of Hyderabad state and, Ballari and Vijayanagara of the Madras province that are now present in the state of Karnataka. The Northeast-Karnataka region is the second largest arid region in India, Kalaburagi and Ballari are the largest cities of this region. In 1948, when the Hyderabad State was officially

merged into India, some portions of it were incorporated into the state of Karnataka. In 2019, the Hyderabad-Karnataka region was officially renamed as Kalyana-Karnataka. The region comprises Bidar, Yadgir, Raichur, Koppal and Kalaburagi of Hyderabad state and, Ballari and Vijayanagara of the Madras province that are now present in the state of Karnataka. This region is the most backward area and infrastructural facilities are very poor especially the status educational is very poor that to Yadagir district. The more number of treble peoples are representing from the Yadagir and Raichur and Koppal district.

: REASONS FOR DROPOUT IN PRIMARY SCHOOLS IN HYDEABAD KARNATAKA REGION:

Why do children dropout of the schools? The reasons for school dropout vary. Some drop out of schools voluntarily while others are forced to do so under terrible circumstances. School dropout is a universal fact. Whatever be the reason, the mere fact that a child is not completing her/his school education is not virtuous. Such children, many a times fail to be an asset for the nation given their inability to contribute in any way. No reason can be big enough and act as a replacement for school education. It forms the base of a person‟s life making them efficient in all disciplines. Poverty Accessibility and Availability Poverty, accessibility and availability are the major reasons of school dropouts in India especially in Hyderabad Karnataka region. For example, most of the Government schools in the coastal areas of Karnataka are being used as relief camps during monsoon season. Some people have been living in these camps (schools) for last three years. Government has not made any arrangements to settle these people. Therefore there is no place for the students to study. In some of the schools, students from grade one to seven have just a single classroom and all other class rooms are occupied by the people. In other parts of the region the schools are too far this leads the dropouts of girls and the primary school children. There are no sufficient transport facilities available in the

country/states/in the region, and it causes lack to accessibility. Thus all these three aspects affect the education of the students and which leads to dropping out of the schools. The schools are toxic to student learning, Students are suspended for minor infractions (such as “talking back to the teacher”), or placed in “remedial classes. For Example Shaji was an above average student from a socially and economically poor family. His father was working for daily wages. While he was studying in grade 8th, he misbehaved with one of the teachers. He was suspended from the school and there after he never went to school. Now he also just like his father works on daily wages. A little humane treatment and understanding about his family background of this child, from teachers could have made shaji‟s life better. Thus for retaining the students in the schools school and the teachers have a very important role to play. Many of the schools lack adequate guidance counseling. The curriculum is not relevant to the needs of the students being taught. Passive instructional strategies are being used without regard to individual student learning styles. Teachers are not trained in the latest teaching/learning/technology techniques. The least experienced, least classroom-trained teachers are often assigned to the most difficult schools. Lack of interest, it is usually found that every class of students has some of those pupils who refuse to show any attention to the subjects being taught. Their lack of interest is caused by their lack of attention in whatever is being taught. It is not that such students do not try. They do try as and when they are forced and pressurized to. It is then that these students prefer going the other way. They prefer dropping out of their school because once and for all they decide that whatever is being taught there barely intrigues them. Thus they decide to suit themselves. The School environment and the teachers should me motivating and caring to create interest among these children. Excessive academic pressure from school and parents many students leave the schools because of the inability to deal with the academic pressure and debilitating anxiety. Many parents have high expectations about their children they never consider the abilities and interests of the children.

Children are forced to join the courses where they have no interest and they never complete the course and most of the time becomes a failure. Some of them end up in alcoholism and substance abuse. Frequent change of schools some students adapt themselves pretty easily irrespective of the number of schools they change. Some students who are not able to cope up even with a single change of school. Not everyone is able to fit in, in different atmospheres. Frequent changes causes adjustment problems to children leads to disinterest and they drop out of the schools bullying the fear of being judged and laughed at holds them back from coming in the light. They start making excuses from going to school. It is here that parents need to step in and take full action. Constant failure, some students fail repeatedly, be it in class tests or semester examinations. The constant failure causes the lack of self confidence in them. As and when the failure persists, the lack of self-confidence vanishes. In its space emerges a feeling of being least bothered which is more fatal as compared to the former. Once the person starts to feel disinterested in the consequences any more, then she or he goes for what they feel is the best. Supporting family, It is unfortunate that students have to give up their education in the face of economic reasons. The inability to pay the school fee can be one such reason. Several demanding situations can surface where adolescent children of the family are asked or looked upon as a helping hand to the family. Here, these children are often emotionally led into abandoning their academic life and focus their attention to the family crisis. Most of the girls abandon their studies to attend domestic chores whereas the boys leave their schools to Supplement Household Income. Delinquency, this is a harsh truth of life. The big bad world out there has several things to offer undoubtedly. Children in their teens, as school students are not well aware of the various facets of the world. They get fascinated by the fancy things that life seems to offer. But every short-cut taken to acquire all those fanciful things is a step ahead towards delinquency. Sometimes willingly and sometimes unknowingly they get caught in its web. Education Not Considered

Necessary Many people feel that what to do after studies. They have to do the same job that their parents have been doing. Therefore these children leave the schools during the primary schooling itself. Neither parents nor children consider education as a need. In their own words „padayi kyom karana hi waise bhiehi kaamkarna hi". Wrong decisions made by the students themselves they make wrong decisions. They get involved with gangs, drugs/alcohol, get pregnant and commit crimes. Many have a poor school attitude and are frequently bored by school. They are disconnected to their families, school and life. They do not see the reasons they need to go to school. They are not involved in school activities and lack self-esteem. The family background of the students, *there* is often a clash between the family values and those of the school. Frequently, their parents have dropped out of school themselves. The students come from families from low socio-economic backgrounds, where there are many other children. Older children often have to go to work in order to supply the family with much-needed funds for basic family needs or need to stay home to take care of younger siblings so that their parents can work. Many children are products of divorce, separation or, sometimes, family violence. The community they belong. Many children live on the wrong side of the tracks in places where education is not valued, where drugs, gangs and violence abound. And where schools are low-performing, they often lack community and health support. Other reasons: Did not get admission, Not safe to send girls, No proper school facilities for girls, No female teacher, Child marriage and Pregnancy, Physical and other medical problems. Thus the reality of school dropouts is caused by various aspects. Even though the governmental actions have improved the enrolments but none of the action could control the school dropouts. Hyderabad Karnataka region is having same reasons as we found in all over the country. But some of the special reasons for dropouts in primary school is many of the families are residing in their fields which is far away from the village, many of the Tandas attached to villages are also far away from villages and most of the peoples are of Scheduled

Caste. Many of the tandas are not connected to road and transport facility. In most of the SC/ST families practicing early marriage system and they *is* strictly follower of the customs and traditions. These are the special reasons for schools dropouts in Hyderabad Karnataka region.

: NEED AND IMPORTANCE OF THE STUDY:

The programme of equalization of educational opportunities for SC/ST children to tackle some specific problems which may be considered the sin qua non of any educational improvement for them (Rath, 1976). They form a very big chunk of culturally deprived and socially disadvantaged. So they face all the difficulties inherent in psychological phenomena of this type. As they are culturally deprived, their cognitive growth is retarded, their linguistic ability is very much depressed and the conceptual development is of a different type. As they are socially disadvantaged their home environment is devoid of any intellectual or scholastic simulation. Since the children and their parents do not have any aspiration for better educational attainment and higher income. It is still more difficult to retain them therefore long. In addition, the teachers teaching these children may not be very sympathetic to them and it may not happen that an important selection of that policy maker may not be interested in raising their aspiration for better education and higher income in the face of all these difficulties, planning to bring about equalization of educational opportunities for scheduled caste children is an uphill task. Large family, scarcities of funds, meager means of living make it nearly impossible for scheduled caste and scheduled tribes c h i l d r e n to look further their day-to- day problems. Their families are mostly illiterate and teachers also neglect such students.

Due to poverty, many SC/ST children are sick and do not have good environment. The problem of language is acute. They are not encouraged to participate in sports. These students do not have a clear concept of their future. It is observed that increasingly, the scheduled caste students

are drifting away from the traditional occupation. Hardly anyone will be found to continue that except a few, the students will not like to opt for the occupation of their father. The present generation of sc/st caste students presents certainly a different trend. One most general trend is that traditional aspiration is likely to be discarded. The fact of high professional aspirations signifies their gravitation away from parental nexus and finding career identification within the urban industrialization milieu. The strong aspirations to rise higher in occupational hierarchy are also an indication that theyare breaking away from fatalistic background.

To some extent, their occupational aspirations represent their need for achievement. The studies conducted by Singh et al. (1986) show that sc/st caste student‟s aspirate for government position followed by high level professions.

The research undertaken so far have largely concentrated in finding out the educational status of scheduled caste and scheduled tribes, the quality of schooling, the hostel life of children and the prospectus of success in examination etc. Certain other studies conducted by Paramjit et al. (1985) have attempted to find out the academic progress of scheduled caste, scheduled tribes and backward class students, who get admitted in various educational programmes on the basis of reservation vis-à-vis that of other candidates, who get admitted in the same institution on the basis of merit, secured in the qualifying examination. The scheduled caste population is scattered all over the country. The only thing which is common with other caste is poverty and social disabilities due to these; they have remained ignored and backward since ages. They are miserable in the society and are suffering for the last so many decades. They could not make progress despite various efforts made by the government and no government agencies, because the efforts were not in the right direction and could not make scientifically and systematically. Varieties of social, educational and occupational distance are kept by Hindu castes despite

legal safeguard provided by our Constitution.

The scheduled caste and scheduled tribes which are treated as untouchables continue to remain at the bottom of India's caste hierarchy. They also remain at the bottom of economic hierarchy, having no land of the own and relegated to undertake only menial/dirty and ill paid jobs. The major caused that have kept the scheduled caste down in the society have been poverty, illiteracy, ignorance, and fear and resultants inability to assert themselves. Keeping in view the above condition of the scheduled caste and scheduled tribe students, the researcher decided to study on this topic.

: STATEMENT OF THE PROBLEM:

The following title has been taken for present study ***"A STUDY ON DROPOUT AMONG SCHEDULED CASTE AND SCHEDULED TRIBE IN PRIMARY SCHOOLS AT HYDERABAD KARNATAKA DISTRICT"***

: OBJECTIVES OF THE STUDY:

Following are the some of the objectives formulated by the Investigator keeping in the mind the nature and title of the study.

1. To identify the reasons of dropout of SC/ST students related to **Personal dimension** with reference to demographic variables of primary schools of Hyderabad Karnataka Districts and suggest measures to improve it.
2. To identify the reasons of dropout of SC/ST students related to **Family dimension** with reference to demographic variables of primary schools of Hyderabad Karnataka Districts and suggest measures to improve it.
3. To identify the reasons of dropout of SC/ST students related to **School dimension** with reference to demographic variables of primary schools of Hyderabad Karnataka Districts and suggest measures to improve it.

4. To identify the reasons of dropout of SC/ST students related to **Infrastructure dimension** with reference to demographic variables of primary schools of Hyderabad Karnataka Districts and suggest measures to improve it.

5. To identify the reasons of dropout of SC/ST students related to **Socio-economic dimension** with reference to demographic variables of primary schools of Hyderabad Karnataka Districts and suggest measures to improve it.

6. To identify the **other reasons** of dropout of SC/ST students with reference to demographic variables of primary schools of Hyderabad Karnataka Districts and suggest measures to improve it.

7. To identify the main reasons for dropouts of SC/ST students from the **Parent's points of view** with reference to demographic variables of primary schools of Hyderabad Karnataka Districts and suggest measures to improve it.

8. To identify the main reasons for dropouts of SC/ST students from the **Teacher's point of view** with reference to demographic variables of primary schools of Hyderabad Karnataka region and suggest measures to improve it.

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CHAPTER-II

REVIEW OF RELATED LITERATURE

Introduction

In the research methodology 'literature' refers to the knowledge of a particular area of investigation of any discipline which includes theoretical, practical and its research studies. 'Review' means to organize the knowledge of the specific area of research to involve an edifice of knowledge to show that present study would be an addition to this field. Research in any field implies a step ahead in the exploration of the unknown -unknown which is darkness. Any researcher to be able to take this step should be adequately prepared for it. One such preparation is gathering of knowledge of what has already been done in the given field. A step towards unknown can only be taken after the review of literature and researches done in that area. Any research without such a review is like a building without any foundation.

Brog (1928) suggested, 'The literature in any field forms the foundation upon which all future will be built, if we fail to build the foundation of knowledge provided by the review of literature, our work is likely to be shallow and often duplicate someone else.'

The review of the literature is the gate- pass for the research work to be done by a researcher. It guides the researcher in the research to be undertaken and also helps to avoid the duplication of research and it shows the way to the researcher. Related literature provides us a clear picture of the problem under research. The review of literature has two phases; firstly, it includes identifying all relevant material published in the problem area and in Secondary phase, is for the benefit to the researcher and the readers.

For the researcher, it establishes the document in the field and for the readers it provides a summary of thinking. The review of the related literature is considered essential for many reasons. It helps to identify the unanswered questions in the concerned fields on the one hand and in locating the specific issues, requiring immediate and pointed attention by the researcher in avoiding unnecessary duplication of efforts and focusing on the relevant aspects of the issue under reference.

Best (1961) observes, 'The research for reference materials is a time consuming but fruitful phase of investigation'. A familiarity with the literature on any problem area helps the students to discover what is already known, what other have attempted to find, and what methods have been found to be promising or disappointing and what problems remain to be unsolved. In order to be creative and original, one must read extensively and critically as a stimulus to thinking.

Review of related literature also serves the subsequent purposes for the research:

(1) To define the limits of field. It enables the researcher to define and delimit his problem.

(2) To state the objectives clearly and precisely. The knowledge of the related literature provides the researcher up to date information on works done by others.

(3) To eliminate the risk of duplication of what has already been done. It also helps in providing ideas, theories, explanation or hypotheses valuable in formulating the problems.

(4) To avoid worthless problems, by making the researcher to select those areas in which positive findings are likely to result and his efforts would be likely to add to the knowledge in a meaningful way.

(5) To equip the researcher, with an understanding of research methodology, which mentions the way of study is to be administered.

(6) To avail the researcher to know about the tools and instruments which prove to be useful and promising.

The survey of related literature may be justified because it provides a firm and objective ground to the research for identifying a meaningful questions in the field in which the researcher wants to pursue. So, for a researcher if he/she wants to do research in a subject and needs up-to-date information, it is necessary that the researcher should be fully acquainted with the past of that subject.

Therefore, the investigator thought it pertinent to review the related researches and literatures to study the specific problem. The investigator divided the topic under two phases; such as;

Phase-I: studies conducted in India

Phase-II: studies conducted in Abroad.

I) STUDIES CONDUCTED IN INDIA:

Tabasum (1994) in her study on actual drop-outs in Kashmir revealed that drop-outs parents and non-drop-outs parents differ significantly in their family interrelations as the maximum rejection come from drop-out parents. Non-drop-out families were found more cohesive than drop-out. non-drop-out were found having high level of intelligence than drop-outs families.

Wani (1994) attempted to study the relationship between socio-metric status and drop-out incidence and found that they are negatively correlated with each other i.e. the higher the socio-metric status the lower the drop-out incidence was traced. Further, she has pointed out that different socio- metric categories, such as, popular, neglected, isolates and rejected differ significantly in their drop-out behaviour. The rejected

category of children was, however, found correlating positively with the drop-out incidence.

Reddy (1995) conducted a study in the gross enrolment, drop-out and non-enrolment rations in India-A state level analysis. The main findings of the study reveal that the literacy rate in the primary and above education levels among the male adults in the age-group 15-44 years is the dominant explanatory variable for explaining the inter-state variation in the gross enrolment ratio of boys both at the primary and the upper primary levels and also of proportion on non-literate boys in the age 6-11 and 6-14 years and the literacy rate with primary and above education level among the female adults in the age group 15- 44 years and the proportion of children in the age group 0-5 years are both need to explain the inter-state variation in the gross enrolment ratio of girls at the primary level and also of proportion of non-literate girls in the age group 6-14 years. The results further suggest that an unit increase in literacy rate with the primary and above education level among the adults in the age-group 15-44 years will result in about an unit decrease in the percentage of non-literate children in the age group 6-11 years.

Bhat (1997) in his study on incidence of drop-out among students in relation to their personal and social adjustment conducted in Kashmir has revealed that : (1) the total drop-out incidence rate was found 39.64 per cent in both rural and urban habitats; (2) the high drop-out incidence was found among girls students; (3) drop-out and adjustment (Personal, Social and Total) were found positively and significantly related to each other, and (4) potential drop-outs and staying differ significantly in their personal, social and total adjustment.

Bhagyalakshmi (2001) revealed that the major factors in drop-outs are improper physical availability of school; access and facilities are less than satisfactory, tangible and intangible costs of education, conditions of household level, poverty, etc. The drop-out mostly belongs to families with low socio-economic status, minimal family

education and economic necessity for wage earning to support the family.

Visaria and Chatterjee (2003) reported reasons of Lack of interest and Financial strains of family as prominent causes of drop-out.

Upendranath (2005), Indian education has been ploughed with high incidence of drop-out at middle level(6th to 8th classes)and this is more girls than boys. Data shows that, in most of the countries, like India, more Girls than Boys drop-out, resulting in widening and tertiary enrollment ratios. There is a decrease in incidence of drop-outs of girls from 1998 to 2002. The class wise extent of drop-outs shows that the rate is higher in the 5th,6th, 7th,8th,10th,and 12th classes of the schooling.

Pal and Pant (2006) obstacles to female education stemmed up from cultural factors like early marriage, restriction on physical mobility of girls, etc. in addition, interest of studying on child's part and financial conditions of the family plays and important role in letting the girls drop-out of the schools.Among the factors related to causes of drop-out, personal and economic factors were the most prominent which came up through interview with parents. parents agreed lack of child interest in studies, financial strain. Involvement of child in household tasks and teachers discriminating behaviour were responsible for the drop-out of their girls.

Parimala, S. (2007) conducted a study on motivating factors of drop-outs in primary schools in Namakkal District with hundred samples. Children belonging to SC and ST Communities doing casual labour work, do not have favorable attitude towards schooling and they become drop-out. Thus found that community seems to be the major factor for withdrawal from schooling.

Mohanty, S. (2008) conducted a study entitled "Causes of academic underachievement at the primary stage as viewed by

teachers and parents of Puri Town". The main findings were: Student's personal factors have been viewed by the teachers as the most important cause of academic underachievement among the primary school children. This was followed by teacher factors, school factors, psychological factors, home and family factors, social and miscellaneous factors. Educational factors have been considered to be the least important cause of academic underachievement. School factors have been viewed by the parents as the most important causes of academic underachievement among the primary school children. This was followed by teacher factors, student's personal factors, educational factors, psychological factors, home and family factors and miscellaneous factors. Social and economic factors have been considered to be the least important cause of academic underachievement.

Vamadevapp, H. V. (2014) conducted a study entitled "Impact of parental involvement on academic achievement". The main objectives were:

i. to find the extent of relation between parental involvement and academic achievement among higher primary students, and

ii. to find out the difference between high achievers and low achievers with respect to personal involvement, boys and girls on academic achievement and high and low parental involvement. Some major findings of the study were: There is positive and significant relationship between parental involvement and academic achievement. There is a significant difference in the achievement scores of boys and girls of high parental involvement. There is no significant difference in the achievement scores of boys and girls of low parental involvement group. There is no significant difference in boys and girls, with respect to parental involvement and their academic achievement.

Peter, S. et.al studied the problem of school dropouts and the situation prevailing in the corporation schools of Chennai city. Though the sample was small and confined to-the state of Tamil Nadu, the study can be considered as an indicator for the whole country. As suggested in the study, some of the SC and ST communities are coming out of their shell gradually and getting involved in other activities apart from those whom they have been following for generations. Now, the major cause for worry is the percentage of dropouts in the schools. The analysis showed that the most important reason for the huge number of dropouts among the SC and ST communities is due to financial and familial problems. These dropouts are generally sent to some unskilled work by their parents in order to improve their livelihood. The discriminant and classification analysis indicate that the maximum number of SC-and ST school dropouts are engaged in unskilled work and their future is bleak. It is suggested that. The educators should think in terms of providing some opportunities for earning while learning. They also stress upon the need for vocational education and link the bridge between education and occupation. On the whole the 195 school teachers (including 25 headmasters and head mistresses) were concerned about the phenomenon of school dropouts and were of the strong opinion that it should be minimized.

Their other responses are summarized below:

- The problem of school dropouts affected not only the life of the students, but also the teaching communities in many ways. It disturbs the healthy student- teacher relationship, and the teaching-learning process.
- The reasons for the dropping out of school were mainly due to economic and financial problems. They also felt that the illiteracy of the parents, especially the mothers' illiteracy, played an important role in students dropping out.
- The teachers strongly believed that the problem of the school dropouts would be totally eradicated, if only the entire society realized

their responsibilities and lent their support both in terms of adequate financial assistance and needed expertise on vocational education.

***VIJAY R S & **DR. SOBHA B NAIR(2018)** Educational Opportunities and Dropout of Scheduled Caste students in Higher Education. Research Paper IJRAR- International Journal of Research and Analytical Reviews

Education is considered to be the significant tool for the empowerment of scheduled caste communities. Since the pluralistic society always produces inequalities, the Government of India had realized and initiated many policies and programmes to equalize the educational opportunities to all sections of society. In particular, a strategy of preferential treatment was needed for the most vulnerable sections such as Scheduled Castes and Scheduled Tribes to bringing them to the mainstream society. The strategy of preferential treatment has been adopted by the Government of India under Article 46 of the Constitution, which paves the way for enhancing their participation in all levels of education. By this strategy of positive and preferential treatment, to great extent the government had achieved the target only up to the higher secondary level of education. However, though the SC's were improved their GER in higher education, their rate of attainment is less and showed higher dropout rate. It is in this context the study on "educational opportunities and dropout of scheduled caste students in higher education" being taken up. Through this study an attempt was made to find out the reasons for dropout among the respondents. For this purpose, this present study followed the mixed method. Along with structural/cultural, familial reasons and individualistic reasons became important reasons for the increasing trend dropouts

Somnath Majhi(2022) Conducted a study on Dropout Problem of the Scheduled Caste Students in West Bengal: A Geographical Analysis and it is concluded that; National policy on education, various education committees and reports reiterated to implementation of free and compulsory elementary education. Right to Education Act (2009)

has made education free and compulsory of children aged 6-14 to ensure Universalization of Elementary Education (UEE). But a country like India which is a mosaic of different castes, creeds and religions always remains a gap in the policy and the implementation at the grassroots level. Drop out remains a major impediment to achieving UEE Goal. West Bengal has a large portion of the Scheduled Caste population. Historically this community is deprived in terms of socio-economic development. The curse like drop out, also seen higher among these communities. In West Bengal, there has been a spatial variation of dropout of Scheduled Caste students. As the poor socio-economic condition is the major reason for the high dropout rate, the Government of West Bengal has taken various initiatives like Kanyashree, Sikhashrre to minimize the dropout rate but still, it has not been possible to achieve the zero drop out goal at school education. The RTE Act has made education free and compulsory till the age of 14. Universal Access, Universal enrolment and Universal retention are the main base of the Universalization of Elementary Education. But the dropout rate is a major impediment to achieving the Universalization of Elementary education (Chaudhury, 2006). The drop rate among the Scheduled Caste students is high at the secondary and higher secondary level in comparison to the primary and upper primary levels. The government has taken various steps to reduce the dropout rate and as a result dropout rate has lowered at different educational levels. The various initiatives and the growing awareness have reduced the dropout rate at different educational levels but still, the zero dropout rates have not been possible to achieve. The Government of West Bengal has prepared the textbook in a simplified manner so that students can learn through enjoyment. The awareness of parents, civil society and the active role of school can make all the students as responsible citizens of our country.

From the analysis it may be concluded that, since the Constitution of India equalizing the educational opportunities at all

levels, the scheduled caste also have the same rights and opportunities as any other sections possess. But the fact is that, the utilization of reservation policies andprogrammes are not effective among the members of scheduled caste students as they drop their education.In addition to this, the above mentioned structural/ cultural, familial and individual factors are also playing a significant role in their higher dropout rate, low enrolment and shows comparatively less educational attainment. In this way,they often underrepresented in both higher education and higher levels of employment.

II: STUDIES CONDUCTED ABROAD:

Stevenson, R.B. and Ellsworth, J. (1991) conducted a study on dropping out in a working class high school; adolescent voices on the decision to Leave. Findings reveals how the schools response or lack thereof, to students problem compound their difficulties and create tensions over the source of blame for their failure. However, these adolescents also attributed much of their failure of themselves. In revealing the issue of blame, these sub urban drop-outs in contrast to immersive minority youth, believed that they must be at fault for failing to conform to the expectation and demands of schools.

Hood, D.W. (1992) investigated into academic and non-cognitive factors affecting the retention of Black men at predominantly White university. Finding of the study reveals that (i) 8 non-cognitive factors were found to be related to the academic success of minority students. (ii) Black minority students were less inclined to leave college contrarily but rather as a result of academic dismissal. (iii) They attribute the high dismissal rate for Black minority students to allowing situations to get to them, not taking college seriously until too late and not getting help when needed

Mc Caul, Edward, et al. (1992) studied the consequences of dropping out of school, findings from high school and beyond. The purpose of the present study was to examine the personal, social and economic consequences of dropping out of school. Drop-out differed

from graduates with no post secondary education on many personal and social adjustment measures. Results indicated that male and female drop-outs have different personal, social and economic experiences

Backes, John S. (1993) conducted a study on the American Indian High School Drop-out Rate: A matter of style. A 1991/92 survey sought to determine that learning style (measured by the Gregorye Style Delineator) had on the learning success or failure of American Indian Chippewa high school students (N = 98 graduates, 135 drop-outs) as compared to Non-American Indian High School students (N = 94 graduates, 31 drop-outs). Though, no significant difference was found in the personal learning style of graduate's v/s drop-outs in either population. Results also indicate statistically significant differences in learning styles of American vs. Non Americans Indian students.

Figueira-Mc Donough, Josefina (1993) carried out a study of dropping-out and delinquency rates. Using data on 69 Zip code areas in Maricopa Country, Ariz., drawn from the 1980 census survey tape, an attempt was made to characterize communities along dimensions that contribute to the concentration of youth dance and to compare rates of delinquency across communities with distinctive profiles. Community economic variables turn out to be stronger predictors of drop-out and delinquency rates than family variables. In addition, the association between drop-outs and delinquency rates was weak.

Davies, Scott (1994) carried out an investigation on resistance and rebellion among high school drop-outs. Data obtained in a 1987 random telephone survey of 843 high school drop-outs and 103 graduates were used to explore processes of early learning from high school, with focus on whether socio-economic patterns of dropping out were mediated by: measures of resistance; whether gender differences process emerged and what specific type of resistance were associated

with dropping out. The finding generally support the link between socio-economic dimensions, gender and exists from high school, but the patterns of relations between class, gender and specific manifestations of rebellion suggest a consideration of the nature of the resistance.

Flisher, A.J. and Chalton, D.O. (1995) Conducted a study on High school Drop-outs in a working class South African Community: selected characteristics and risk-taking behaviour. Structured questionnaire data from household heads and adolescent drop-outs in a working class south African community were used to explore drop-out characteristics and the prevalence of their risk taking behaviour compared with those attending school of the 548 teenagers sample, 15.9 percent were drop-outs; of these 62.1 percent left school after less than a years. Those still attending to school were more likely to engage in suicidal behaviour, but less likely to abuse substances and (for girls) to have had sexual intercourse.

Hosaka, Toru (1996) conducted a follow-up survey of long absence and persistent non-attendance. In this survey, all children in elementary and junior high schools who were absent from school for more than thirty days in one school year from 1989-1991 in a certain city were investigated. In elementary schools, on third of the students who were absent from the school for more than thirty days even the following year, and half of them were school non-attendants. In junior high schools, half of the students who were absent from school for more than thirty days in one school year in 1989 and 1990 were also absent from for more than thirty days even the following years. And 80 percent of them were school non-attendants. Twenty percent of the students who were absent from school for more than thirty days in 1989 were also absent from school for more than thirty days in one school year the next two years.

Jordan, Will J., Lara, and Mc Partland, James (1996), explored the causes of early drop-out among race-ethnic and gender groups.

This study used nationally representative high school student data to show race-ethnicity and gender differences in reasons for early school drop-out and plans for drop- outs to resume their education. Factor analysis shows that separate reasons for dropping out include school related, family related and job related causes as well as influences from peers and residential mobility. White drop-outs cited alienation from school more often than their African-Americans or Hispanic of both sexes. African-Americans males reported being responded or expelled from school more than the other groups. Hispanic and African American females cited family related reasons more often than did white females.

Mc Neal and Ralph B., Jr. (1996) conducted a study on extra curricular activities and High school & beyond study indicate that Students likelihood of dropping out, where as, participation in academic and participation in extra-curricular activities (athletes & fine arts) significantly reduces a vocal clubs has no effect. Participation athletics and fine arts serve as key intervening variables in the drop-out process, magnifying the direct relationship among race, gender, academic ability and dropping out.

Teachman, Joy D., Paasch and Carver, Karen (1996) conducted the study of social capital and dropping out of school early. A large sample of data was taken from the national educational longitudinal survey to examine the effects of various measures of social capital on the likelihood of dropping out of school early, before 10th grade controlling for indicators of the financial and human capitals of parents. Result indicated that more specific indicators of social capital (patterns of parental interaction, number of times the child changed school) can account for all of the effect of attending a catholic school, but only a fraction of the effect of family structure on leaving school early.

Frontera NorteSur (2007) study of high school drop-out in the United States cast additional light on the reasons students abandon

school early while, unintentionally, contrasting the economic, educational and public policy gaps that persist on both sides of the US-Mexico border. In a study of 467 high school drop-out conducted by Peter Hart research Associated for the Bill and Melinda Gates foundation, nearly half of all young people pointed to boredom as the principal reason for leaving the classroom without first graduating.

RESEARCH GAPS IN THE EARLIER STUDIES:

1. No serious research work is undertaken about the current status of SC and ST students in primary education.
2. Less empirical work is done on the drop-outs rate and reasons especially in the Hyderabad Karnataka region.
3. Lack of empirical methodology and new techniques of tools of data collection was found.
4. Less studies in this Hyderabad Karnataka region, so called backward area.
5. After 2011 census fewer studies have been conducted on dropouts in primary schools especially in the SC and ST communities.

To fill the said gaps, the present study entitled ***"A Study on Dropout among Scheduled Caste and Scheduled Tribe in Primary Schools at Hyderabad Karnataka District"*** is initiated.

CHAPTER-III

RESEARCH METHODOLOGY

Introduction

The study was conducted in a holistic manner, in order to comprehend various inter-related issues pertaining to school drop-out rate of SC/ST students in primary school. To understand the drop-out and its causes, primary and secondary data was collected on various dimensions. The study is based on empirical investigation conducted in Hyderabad-Karnataka District.

Study Habits

The study was undertaken in the most backward region of the state of Karnataka i.e Hyderabad Karnataka region, comprising of six districts namely Bellary, Bidar, Kalaburagi (Gulbarga), Yadgir, Raichur, and Koppal and Newly formed district Vijayanagara which is called as Hyderabad Karnataka region. The study was conducted in Hyderabad Karnataka (North East) region districts such as Bidar, Kalaburagi, Yadagiri, Raichur and Koppal districts Primary Schools. The area is located 450 km away to the Capital City of Bengaluru. The total 1000 samples collected for study which comprises Dropout Students (600), Parents of Dropout Students (200) and Teachers of Dropout Students (200).

Statement of the Problem

The following title has been taken for present study ***"A STUDY ON DROPOUT AMONG SCHEDULED CASTE AND SCHEDULED TRIBE IN PRIMARY SCHOOLS AT HYDERABAD KARNATAKA DISTRICT"***

: Objectives of the Study:

Following are the some of the objectives formulated by the Investigator keeping in the mind the nature and title of the study.

1. To identify the reasons of dropout of SC/ST students related to **Personal dimension** with reference to demographic variables of primary schools of Hyderabad Karnataka Districts and suggest measures to improve it.
2. To identify the reasons of dropout of SC/ST students related to **Family dimension** with reference to demographic variables of primary schools of Hyderabad Karnataka Districts and suggest measures to improve it.
3. To identify the reasons of dropout of SC/ST students related to **School dimension** with reference to demographic variables of primary schools of Hyderabad Karnataka Districts and suggest measures to improve it.
4. To identify the reasons of dropout of SC/ST students related to **Infrastructure dimension** with reference to demographic variables of primary schools of Hyderabad Karnataka Districts and suggest measures to improve it.
5. To identify the reasons of dropout of SC/ST students related to **Socio-economic dimension** with reference to demographic variables of primary schools of Hyderabad Karnataka Districts and suggest measures to improve it.
6. To identify the **other reasons** of dropout of SC/ST students with reference to demographic variables of primary schools of Hyderabad Karnataka Districts and suggest measures to improve it.

7. To identify the main reasons for dropouts of SC/ST students from the **Parent's points of view** with reference to demographic variables of primary schools of Hyderabad Karnataka Districts and suggest measures to improve it.

8. To identify the main reasons for dropouts of SC/ST students from the **Teacher's point of view** with reference to demographic variables of primary schools of Hyderabad Karnataka region and suggest measures to improve it.

Following are the specific objectives of the present study:

1. To study the **Overall** reasons for dropouts and their dimensions (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) scores according to SC and ST caste wise.
2. To study the total reasons for dropouts and their dimensions (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) scores of SC and ST students in primary schools of **Kalburgi district** in Hyderabad Karnataka.
3. To study the total reasons for dropouts and their dimensions (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) scores of SC and ST students in primary schools of **Yadagiri district** in Hyderabad Karnataka.
4. To study the total reasons for dropouts and their dimensions (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) scores of SC and ST students in primary schools of **Raichur district** in Hyderabad Karnataka.
5. To study the total reasons for dropouts and their dimensions (i.e. personal reason, family reason, school reason,

infrastructure reason and socio-economic reason) scores of SC and ST students in primary schools of **Koppal district** in Hyderabad Karnataka.

6. To study the total reasons for dropouts and their dimensions (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) scores of SC and ST students in primary schools of **Bidar district** in Hyderabad Karnataka.
7. To study the total reasons for dropouts and their dimensions (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) scores SC and ST students in primary schools of according to **district** wise.
8. To study the total reasons for dropouts and their dimensions (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) scores of SC and ST students in **rural** primary schools of Hyderabad Karnataka Districts.
9. To study the total reasons for dropouts and their dimensions (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) scores of SC and ST students in **urban** primary schools of Hyderabad Karnataka Districts.
10. To study the total reasons for dropouts and their dimensions (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) scores according to **rural and urban** location.
11. To study the total reasons for dropouts and their dimensions (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) scores of SC

and ST students in **government** primary schools of Hyderabad Karnataka Districts.

12. To study the total reasons for dropouts and their dimensions (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) scores of SC and ST students in **aided** primary schools of Hyderabad Karnataka Districts.
13. To study the total reasons for dropouts and their dimensions (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) scores of SC and ST students in **unaided** primary schools of Hyderabad Karnataka Districts.
14. To study the total reasons for dropouts and their dimensions (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) scores according to **government, aided and unaided** district wise.
15. To study the total reasons for dropouts and their dimensions (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) scores of SC and ST **male** students in primary schools of Hyderabad Karnataka Districts.
16. To study the total reasons for dropouts and their dimensions (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) scores of SC and ST **female** students in primary schools of Hyderabad Karnataka Districts.
17. To study the total reasons for dropouts and their dimensions (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) scores according to **gender** wise.

18. To study the total reasons for dropouts and their dimensions (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) scores of **1-4 std. SC and 1-4 std. ST** students in primary schools of Hyderabad Karnataka Districts.
19. To study the total reasons for dropouts and their dimensions (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) scores of **5-6 std. SC and 5-6 std. ST** students in primary schools of Hyderabad Karnataka Districts.
20. To study the total reasons for dropouts and their dimensions (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) scores of **7-8 std. SC and 7-8 std. ST** students in primary schools of Hyderabad Karnataka Districts.
21. To study the total reasons for dropouts and their dimensions (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) scores according to **standard** wise.
22. To study the significant difference between SC and ST students of Hyderabad Karnataka Districts with respect to total reasons for dropouts scores in primary schools.
23. To study the significant difference between SC and ST students of Hyderabad Karnataka Districts with respect to **dimension scores** of dropout reasons (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) in primary schools.
24. To study the significant difference between SC and ST students of **Kalburgi** district with respect to total reasons for dropouts and its dimension scores (i.e. personal reason, family reason,

school reason, infrastructure reason and socio-economic reason) in primary schools of Hyderabad Karnataka.

25. To study the significant difference between SC and ST students of **Yadagiri** district with respect to total reasons for dropouts and its dimension scores (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) in primary schools of Hyderabad Karnataka.

26. To study the significant difference between SC and ST students of **Raichur** district with respect to total reasons for dropouts and its dimension scores (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) in primary schools of Hyderabad Karnataka.

27. To study the significant difference between SC and ST students of **Koppal** district with respect to total reasons for dropouts and its dimension scores (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) in primary schools of Hyderabad Karnataka.

28. To study the significant difference between SC and ST students of **Bidar** district with respect to total reasons for dropouts and its dimension scores (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) in primary schools of Hyderabad Karnataka.

29. To study the significant difference between **rural** SC and rural ST students with respect to total reasons for dropouts and its dimension scores (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) in primary schools of Hyderabad Karnataka.

30. To study the significant difference between **urban** SC and urban ST students with respect to total reasons for dropouts and its dimension scores (i.e. personal reason, family reason, school

reason, infrastructure reason and socio-economic reason) in primary schools of Hyderabad Karnataka.

31. To study the significant difference between **government** SC and govt. ST students with respect to total reasons for dropouts and its dimension scores (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) in primary schools of Hyderabad Karnataka.
32. To study the significant difference between **aided** SC and **aided** ST students with respect to total reasons for dropouts and its dimension scores (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) in primary schools of Hyderabad Karnataka.
33. To study the significant difference between **unaided** SC and **unaided** ST students with respect to total reasons for dropouts and its dimension scores (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) in primary schools of Hyderabad Karnataka.
34. To study the significant difference between **male SC** and **male ST** students with respect to total reasons for dropouts and its dimension scores (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) in primary schools of Hyderabad Karnataka.
35. To study the significant difference between **female SC** and **female ST** students with respect to total reasons for dropouts and its dimension scores (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) in primary schools of Hyderabad Karnataka.
36. To study the significant difference between **1-4 std. SC and 1-4 std. ST** students with respect to total reasons for dropouts and its dimension scores (i.e. personal reason, family reason, school

reason, infrastructure reason and socio-economic reason) in primary schools of Hyderabad Karnataka.

37. To study the significant difference between **5-6 std. SC and 5-6 std. ST** students with respect to total reasons for dropouts and its dimension scores (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) in primary schools of Hyderabad Karnataka.

38. To study the significant difference between **7-8 std. SC and 7-8 std. ST** students with respect to total reasons for dropouts and its dimension scores (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) in primary schools of Hyderabad Karnataka.

39. To study the significant difference between **SC students of five districts** (Kalburgi, Yadagiri, Raichur, Koppal and Bidar) of Hyderabad Karnataka with respect to total reasons for dropouts and its dimension scores (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) in primary schools.

40. To study the significant difference between **ST students of five districts** (Kalburgi, Yadagiri, Raichur, Koppal and Bidar) of Hyderabad Karnataka with respect to total reasons for dropouts and its dimension scores (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) in primary schools.

41. To study the significant difference between **rural SC and urban SC** students with respect to total reasons for dropouts and its dimension scores (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) in primary schools of Hyderabad Karnataka.

42. To study the significant difference between **rural ST and urban ST** students with respect to total reasons for dropouts and its dimension scores (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) in primary schools of Hyderabad Karnataka.

43. To study the significant difference between SC students of government, aided and unaided schools in Hyderabad Karnataka with respect to total reasons for dropouts and its dimension scores (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) in primary schools.

44. To study the significant difference between ST students of government, aided and unaided schools in Hyderabad Karnataka with respect to total reasons for dropouts and its dimension scores (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) in primary schools.

45. To study the significant difference between **male SC and female SC** students with respect to total reasons for dropouts and its dimension scores (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) in primary schools of Hyderabad Karnataka.

46. To study the significant difference between **male ST and female ST** students with respect to total reasons for dropouts and its dimension scores (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) in primary schools of Hyderabad Karnataka.

47. To study the significant difference between **SC students of 1-4 std., 5-6 std. and 7-8** standard in Hyderabad Karnataka with respect to total reasons for dropouts and its dimension scores

(i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) in primary schools.

48. To study the significant difference between **ST students of 1-4 std., 5-6 std. and 7-8 standard** in Hyderabad Karnataka with respect to total reasons for dropouts and its dimension scores (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) in primary schools.

49. To study the significant relationships among dimensions scores of reasons for dropout's i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason of **SC and ST students** in primary schools of Hyderabad Karnataka.

50. To study the significant relationships among dimensions scores of reasons for dropout's i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason of **SC students** in primary schools of Hyderabad Karnataka.

51. To study the significant relationships among dimensions scores of reasons for dropout's i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason of **ST students** in primary schools of Hyderabad Karnataka.

52. To study the Association between reasons for dropouts of students from the parent's point of view in primary schools with districts of Hyderabad Karnataka.

53. To study the Association between reasons for dropouts of students from the parent's point of view in primary schools at Hyderabad Karnataka Districts with gender of parents.

54. To study the Association between reasons for dropouts of students from the parent's point of view in primary schools at

Hyderabad Karnataka Districts with category of caste of parents.

55. To study the Comparison between reasons for dropouts of students from the teacher's point of view in primary schools with districts of Hyderabad Karnataka.

56. To study the Comparison between reasons for dropouts of students from the teacher's point of view in primary schools with locations of schools of Hyderabad Karnataka.

57. To study the Comparison between reasons for dropouts of students from the teacher's point of view in primary schools with managements.

58. To study the Association between reasons for dropouts of students from the teacher's point of view in primary schools with gender of teachers of Hyderabad Karnataka.

59. To study the Association between reasons for dropouts of students from the teacher's point of view in primary schools with castes of teachers.

: Operational Definition of the Terms Used

(1) Scheduled Castes:

The Scheduled castes are those castes which have been incorporated in the schedules as per the recommendations of the National commission for SC & ST and ratified by the parliament. "The terms schedules caste' denotes such castes or races or part of groups as per deemed under article 341 to be scheduled caste for the purpose of Indian constitution. The erstwhile untouchable were listed by the government indifferent schedule to be considered them as different categories, in order to further their social, educational, economic, and other interests. Such lists have been prepared by the respective state government and published in modification order 1956 published as S.P.U. 24-

77 A. dated 29.10.1956 by the Government of India all such erstwhile untouchable castes which are listed in the said government order are defined as scheduled caste.

(2) Scheduled Tribes:

These communities were notified as Scheduled Castes and Scheduled Tribes as per provisions contained in Clause 1 of **Articles 341** and **342** of the Constitution respectively. The Constitution of India in Article 366 (25) prescribe that the Scheduled Tribes means such tribes or tribal communities as are deemed under Article 342 of the Constitution to be Scheduled Tribes. According to **T.B.Naik**, tribes are those who have a control over natural resources, residents of forests and they are a part of the total stratification system of the country.

3) Dropouts in Primary school:

Withdraw from participation in a group such as a school, club, or game; also, withdraw from society owing to disillusionment. For example, He couldn't afford the membership dues and had to drop out, or she planned to drop out from college for a year. A dropout is someone who doesn't finish a project or program, especially school. If you quit high school before you graduate, some people will call you a dropout.

4) Hyderabad Karnataka region:

Kalyana-Karnataka region formerly known as Hyderabad Karnataka is a region of the Indian state of Karnataka, which was part of Kingdom of Hyderabad ruled by the Nizams and the Madras presidency of British India. The region comprises Bidar, Yadgir, Raichur, Koppal and Kalaburagi of Hyderabad state and Ballari and Vijayanagara of the Madras province those are now present in the state of Karnataka.

: Research Design

The concern of this study was about finding the causes for Dropouts in primary schools and collects the opinion from parents and teachers for reasons for dropouts. Therefore, the study adopted Quantitative research method, and it is a descriptive type that it describes the real reason why large numbers of students at the study area are dropping out of school each year and on what activity children's are really engaged when they are out of school. Non-probability Purposive sampling techniques were used to identify dropouts of the study and in-depth interview with questionnaire for Students, Parents and Teachers were used and focus group discussions were also used as main tools for data gathering.

Why the Quantitative research method?

The Quantitative research is concerned with the quantitative phenomenon, i.e., Phenomena relating to or involving quantity or kind (Kothari 2004). Quantitative research uses structured questions, structured surveys, focus groups, non-participant observation and examination of existing documents in the process of collecting quantitative data. This study employs quantitative research method employing a survey informal interview as data collection instrument. Quantitative research method is best suited for a topic with a sensitive and emotional depth that requires empathy and understanding and helps to understand situations, events, experiences and actions of student's participants.

Variables of the Study:

Following are the variables considered in the present study.

Table3.1: Variables of the present study.

Independent Variable	Dependent Variables	Moderator Variables
Reasons for Dropouts	Dropouts	➢ Gender (Male-Female) ➢ Location (Rural-Urban) ➢ Type of Management (Govt. Aided, Unaided) ➢ Class (1-4, 5-6, 7-8)

: Population and Sample of the Study

Population:

Population is the key factor for any kind of geographical study and other study too. Man is responsible for emerging issues and problems of their own difficulties. These difficulties are created by man himself. The population of the present study includes only Scheduled Caste and Scheduled Tribe students who have dropped out from the primary schools of Hyderabad-Karnataka District.

Sample:

It is impossible and impracticable to study the whole population to arrive at generalization. It is convenient to study the sample and based on that we can estimate total population. For the present study the investigator has selected 600 Students, 200 Parents and 200 Teachers of the Scheduled Caste Community. So our size of the total sample is1000 including students, parents and teachers.

Table: 3.2: Sampling Structure of Dropout Students.

Districts	Kalburgi	Yadagiri	Raichur	Koppal	Bidar	Total
SC Students	66	66	66	66	66	**330**
ST Students	54	54	54	54	54	**270**
Total	**120**	**120**	**120**	**120**	**120**	**600**

(Composition: Gender, Location and Type of Management and Class)

Table: 3.3: Sampling Structure of Parents of Dropout Students.

Districts	Kalburgi	Yadagiri	Raichur	Koppal	Bidar	Total
Father's	20	20	20	20	20	**100**
Mother's	20	20	20	20	20	**100**
Total	**40**	**40**	**40**	**40**	**40**	**200**

(Composition: Gender, Location and Type of Management and Class & Category)

Table: 3.4: Sampling Structure of Teacher's of Dropout Students.

Districts	Kalburgi	Yadagiri	Raichur	Koppal	Bidar	Total
Rural	20	20	20	20	20	**100**
Urban	20	20	20	20	20	**100**
Total	**40**	**40**	**40**	**40**	**40**	**200**

(Composition: Gender, Location and Type of Management and Class & Category)

Hypothesis of the Study

Following are the Hypothesis formulated by the investigator in a Null form, for its testing.

Null Hypothesis-1 (H_0): No significant difference between SC and ST students of Hyderabad Karnataka Districts with respect to total reasons for dropouts scores in primary schools.

Null Hypothesis-2 (H_0): No significant difference between SC and ST students of Hyderabad Karnataka Districts with respect to **dimension scores** of dropout reasons (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) in primary schools.

Null Hypothesis-3(H_0): No significant difference between SC and ST students of Kalburgi district with respect to total reasons for dropouts and its dimension scores (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) in primary schools of Hyderabad Karnataka.

Null Hypothesis-4 (H_0): No significant difference between SC and ST students of Yadagiri district with respect to total reasons for dropouts and its dimension scores (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) in primary schools of Hyderabad Karnataka.

Null Hypothesis-5 (H_0): No significant difference between SC and ST students of **Raichur** district with respect to total reasons for dropouts and its dimension scores (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) in primary schools of Hyderabad Karnataka.

Null Hypothesis-6 (H_0): No significant difference between SC and ST students of Koppal district with respect to total reasons for dropouts and its dimension scores (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) in primary schools of Hyderabad Karnataka.

Null Hypothesis-7 (H_0): No significant difference between SC and ST students of **Bidar** district with respect to total reasons for dropouts and its dimension scores (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) in primary schools of Hyderabad Karnataka.

Null Hypothesis-8 (H_0): No significant difference between rural SC and rural ST students with respect to total reasons for dropouts and its dimension scores (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) in primary schools of Hyderabad Karnataka.

Null Hypothesis-9 (H_0): No significant difference between urban SC and urban ST students with respect to total reasons for dropouts and its dimension scores (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) in primary schools of Hyderabad Karnataka.

Null Hypothesis-10 (H_0): No significant difference between govt. SC and govt. ST students with respect to total reasons for dropouts and its dimension scores (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) in primary schools of Hyderabad Karnataka.

Null Hypothesis-11 (H_0): No significant difference between aided SC and aided ST students with respect to total reasons for dropouts and its dimension scores (i.e. personal reason, family

reason, school reason, infrastructure reason and socio-economic reason) in primary schools of Hyderabad Karnataka.

Null Hypothesis-12 (H_0): No significant difference between unaided SC and unaided ST students with respect to total reasons for dropouts and its dimension scores (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) in primary schools of Hyderabad Karnataka.

Null Hypothesis-13 (H_0): No significant difference between male SC and male ST students with respect to total reasons for dropouts and its dimension scores (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) in primary schools of Hyderabad Karnataka.

Null Hypothesis-14 (H_0): No significant difference between female SC and female ST students with respect to total reasons for dropouts and its dimension scores (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) in primary schools of Hyderabad Karnataka.

Null Hypothesis-15 (H_0): No significant difference between 1-4 std. SC and 1-4 std. ST students with respect to total reasons for dropouts and its dimension scores (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) in primary schools of Hyderabad Karnataka.

Null Hypothesis-16 (H_0): No significant difference between 5-6 std. SC and 5-6 std. ST students with respect to total reasons for dropouts and its dimension scores (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) in primary schools of Hyderabad Karnataka.

Null Hypothesis -17(H_0): No significant difference between 7-8 std. SC and 7-8 std. ST students with respect to total reasons for

dropouts and its dimension scores (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) in primary schools of Hyderabad Karnataka.

Null Hypothesis-18 (H_0): No significant difference between **SC students of five districts** (Kalburgi, Yadagiri, Raichur, Koppal and Bidar) of Hyderabad Karnataka with respect to total reasons for dropouts and its dimension scores (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) in primary schools.

Null Hypothesis-19 (H_0): No significant difference between **ST students of five districts** (Kalburgi, Yadagiri, Raichur, Koppal and Bidar) of Hyderabad Karnataka with respect to total reasons for dropouts and its dimension scores (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) in primary schools.

Null Hypothesis-20 (H_0): No significant difference between **rural SC and urban SC** students with respect to total reasons for dropouts and its dimension scores (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) in primary schools of Hyderabad Karnataka.

Null Hypothesis-21(H_0): No significant difference between **rural ST and urban ST** students with respect to total reasons for dropouts and its dimension scores (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) in primary schools of Hyderabad Karnataka.

Null Hypothesis-22 (H_0): No significant difference between **SC students of government, aided and unaided** schools in Hyderabad Karnataka with respect to total reasons for dropouts and its dimension scores (i.e. personal reason, family reason,

school reason, infrastructure reason and socio-economic reason) in primary schools.

Null Hypothesis-23 (H_0): No significant difference between **ST students of government, aided and unaided** schools in Hyderabad Karnataka with respect to total reasons for dropouts and its dimension scores (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) in primary schools.

Null Hypothesis-24(H_0): No significant difference between **male SC and female SC** students with respect to total reasons for dropouts and its dimension scores (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) in primary schools of Hyderabad Karnataka.

Null Hypothesis -25 (H_0): No significant difference between **male ST and female ST** students with respect to total reasons for dropouts and its dimension scores (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) in primary schools of Hyderabad Karnataka.

Null Hypothesis-26 (H_0): No significant difference between **SC students of 1-4 std., 5-6 std. and 7-8** standard in Hyderabad Karnataka with respect to total reasons for dropouts and its dimension scores (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) in primary schools.

Null Hypothesis-27 (H_0): No significant difference between **ST students of 1-4 std., 5-6 std. and 7-8 standard** in Hyderabad Karnataka with respect to total reasons for dropouts and its dimension scores (i.e. personal reason, family reason, school

reason, infrastructure reason and socio-economic reason) in primary schools.

Null Hypothesis-28 (H_0): No significant relationships among dimensions scores of reasons for dropout's i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason of **SC and ST students** in primary schools of Hyderabad Karnataka.

Null Hypothesis-29 (H_0): No significant relationships among dimensions scores of reasons for dropout's i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason of **SC students** in primary schools of Hyderabad Karnataka.

Null Hypothesis-30 (H_0): No significant relationships among dimensions scores of reasons for dropout's i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason of **ST students** in primary schools of Hyderabad Karnataka.

Tools Used for Present the Study

Research investigator preferred the Primary data for giving scientific evidences for the present study. And also collected the secondary sources of data. Following Questionnaire tools was constructed and used for collection of data such as (i) reasons for dropout among the SC/ST students of primary school of Hyderabad Karnataka districts. (ii) Reasons for dropout from the Parents point of view, among the SC/ST students of primary school of Hyderabad Karnataka districts. (iii) Reasons for dropout of SC/ST students from the Teachers point of view, of primary schools of Hyderabad Karnataka districts.

The purpose of data collection, they are as follows:

1. Questionnaire for reasons for dropouts from Students point of view.
2. Students Profile
3. Questionnaire for reasons for dropouts from Parents point of view.
4. Questionnaire for reasons for dropouts from Teachers point of view.

Standardization of Tool:

Construction of *Questionnaire Reason for dropouts from student's point of view*:

Planning: In the first Stage the research investigator visited various schools of surroundings and collected needed information. Then the researcher learnt about various dimensions of Reason for dropouts from student's point of view: Under the different dimension of the scale the items were constructed.

Preparation of Items: For preparation of tool as many as **55** items indicating Reason for dropouts in primary schools, were constructed by research investigator. The different dimensions and Items were presented in the following table:

Table-3.5: Dimensions of Students dropouts and reasons for dropouts.

Sl.No	Dimensions of Students dropouts	Number of Items
01	Personal Dimension	10
02	Family Dimension	10
03	School Dimension	15
04	Infrastructure Dimension	10
05	Socio-Economic Dimension	10
	Total	**55**

These items were given to subject experts, Teachers, Headmasters for modification. They reconstructed some items and discarded some items by giving some suggestions. After incorporating the suggestion and modification, the research investigator constructed the final scale of Reason for dropouts in primary schools which was consisting of **55** items.

Scoring:

Instructions to the Students:

The following statements are concerned with Reason for dropouts in primary schools. Read each statement/reasons carefully and then mark your answer on the sheet and record your first impression, the feeling that comes to your mind, as you read the item. Tick the appropriate choices that reflect your Attitude and perceptions towards dropouts.

Table-3.6: Scoring Pattern.

Strongly Agree S.A	Un-decided UD	Disagree DA
3	2	1

Maximum Score of the tool is **165** and Minimum Score is **55.**

Item Analysis: 55 statements integrating the entire stated different dimension were arranged on the lines of Likert Method, 76% items were found positive and remaining 24% items were found negative

Reliability of the tool: The prepared tool was administered on a sample of 100 students of Primary Schools. The responses obtained were classified into 2 types' namely odd numbered items and Even Numbered items. The items were scored and two sets of scores were obtained. The reliability of Reasons for dropouts of primary school SC/ST students Scale score was calculated by split-half method which was found to be 0.78

Reliability coefficient of the Tool is. $\gamma = 0.78$

Validity: The research investigator consulted subject expert (Guide, Head Masters, Teachers and parents) who are involved in teaching and learning process. For formulating the items related to Reasons for dropouts of primary school SC/ST students, besides, as the test is reliable it is said to be valid.

Data Collection Procedures

Data collection process was carried out by research investigator together with four trained data collectors' as assistants. This is due to the fact that researchers cannot speak the colloquial language of the endogenous people such as lamanis and other caste group. Moreover the investigator cannot visit all the districts such

as Bidar, Kalaburagi, Yadagir, Raicher and Koppal and schools to collect data from the respondents. Therefore; the researchers hope that first-hand data was collected by investigator along with these research assistant via close observation of researchers. Before the commencement, sample participants were informed about the purpose of the study, confidentiality, willingness and how they react to the issue undertaken. While collecting data, data collectors' conducted the informal interview along with the structured Questionnaire.

Statistical Techniques used in the Study

After completing and cross-checking, editing, coding and tabulation of the data, data were organized in line with the objectives and research questions of the study and analyzed quantitatively. Following are the statistical techniques were used for the analysis and interpretation of data:

1. Frequencies and Percentages
2. Descriptive Statistics, Mean and S.D
3. Independent two sample t- test: to test the significant difference between the Mean
4. One way of variance (ANOVA)
5. Tukeys multiple posthoc procedures
6. Product moment correlation coefficient: to find the extent of correlation
7. Chi-Square Test: to find the association.

Delimitations of the Study

The investigator has found it out the following delimitations.

1. The study has been delimited to Dropouts of primary

school SC and ST students of Hyderabad Karnataka region

2. The study has been delimited to primary school scheduled caste and scheduled Tribe students of Hyderabad Karnataka region.
3. The study has been delimited to SC and ST students of Hyderabad Karnataka region.
4. The study is restricted to rural and urban students only.
5. It has been further delimited to five districts, Kalaburagi, Koppal, Raichur, Yadagir and Bidar.
6. The study has been delimited to SC and ST students with reference to demographic variables such as Gender (Boys and Girls), Location (Rural and Urban),Type of management (Govt., Aided and Un-aided) schools and Class, 1-4, 5-6, 7-8th of Hyderabad Karnataka region have been considered.
7. Study is limited to a sample of 600 dropout students selected from Primary schools. It included the students of both sexes studying in 1-8th classes.
8. Study is limited to a sample of 200 Parents of primary school dropout students and 200 teachers selected from Primary schools.
9. The study is delimited to reasons for dropouts from Students point of view, Parents point of view and Teachers point of view only.
10. The study is delimited to descriptive method of research and statistical techniques such as

Descriptive statistics (Mean and Standard Deviation), inferential statistics (t-test), ANOVAs, correlation and chi-square test only.

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CHAPTER-IV

DATA ANALYSIS AND INTERPRETATIONS

The detailed methodology used in the study was explained and discussed in the previous chapter. The present chapter consists of the presentation and analysis of the observed findings of the study using a various statistical procedures which are used for both qualitative and quantitative data analysis. In the study, we first collected the data on the basis of questionnaires with three point likert scale. Then the weights are allotted like the score 3 was allotted if the response is strongly agree, 2 is given to undecided and finally the score 1 was given to the response strongly disagree for each item for scale of reasons of drop-outs from the students point of view. The total scores were calculated accordingly and taken as quantitative character for high-quality statistical analysis. The suitable statistical methods have been used such as frequencies, percentages, sample mean, standard deviation, independent two sample t test, one way of variance (ANOVA) followed by Tukeys multiple posthoc procedures, and product moment correlation coefficient.

In the beginning, the Analysis of reasons for dropouts from the student's point of view among Scheduled Caste and Scheduled Tribe in Primary Schools at Hyderabad Karnataka Districts is done. In the second section, the Analysis of reasons for dropouts from the parent's point of view among Scheduled Caste and Scheduled Tribe in Primary Schools at Hyderabad Karnataka Districts is done. Finally, in the third section, the Analysis of reasons for dropouts from the Teacher's point of view among Scheduled Caste and Scheduled Tribe in Primary Schools at Hyderabad Karnataka Districts is done subsequently with interpretations

The demographic profiles of students, parents and teachers were compared through, the independent t-test; one way ANOVA followed by Tukeys multiple posthoc procedures with respect to dropout reasons with

its component scores. It is supported by interpretations and brief explanation for better understanding of the results and observations. Further, the Pearson's chi-square test for independence was applied. The Karl Pearson's correlation coefficient was applied to find the relationships. These different kinds of statistical tools are of the great help in analyzing and establishing the related variables. The variables are measured both on isolated and group basis.

The principle of the usefulness, the different sections of this chapter of the study has been organized under different headings.

Section 1: Analysis of reasons for dropouts from the student's point of view among Scheduled Caste and Scheduled Tribe in Primary Schools at Hyderabad Karnataka Districts

In this section, we analyzed the data related to reasons for dropouts from the Scheduled Caste and Scheduled Tribe students' point of view in Primary Schools at Hyderabad Karnataka Districts. The data were presented in terms of descriptive statistics and inferential statistics of total reasons for dropouts and their dimensions (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) scores by students' point of view in Primary Schools at Hyderabad Karnataka Districts.

: Descriptive statistics

In this division, we are calculated summery i.e. mean and SD of scores of total reasons for dropouts and dimensions (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) of SC and ST students in primary schools at Hyderabad Karnataka Districts. Extensively, the same analysis was carried out in the various factors like districts, locations, types of management, gender and various standard and the results are presented in the following table.

Table-4.1: Summery of total reasons for dropouts and their dimensions (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) scores according to SC and ST caste wise

Dropout reasons	Summery	SC caste	ST caste	Total
	N	330	270	600
Total reasons	Mean	98.83	99.39	99.08
	SD	11.06	10.60	10.85
Personal reason	Mean	21.77	21.55	21.67
	SD	3.01	3.28	3.13
Family reason	Mean	22.66	23.50	23.04
	SD	2.73	1.82	2.40
School reason	Mean	22.34	23.23	22.74
	SD	2.94	1.87	2.55
Infrastructure reason	Mean	24.82	24.04	24.47
	SD	1.69	2.33	2.04
Socio-Economic reason	Mean	24.61	24.40	24.52
	SD	2.73	2.82	2.77

The results of the above table, it clearly reveals that

- The total dropout reasons scores of SC and ST caste in the present study is 99.08±10.85, in which the mean total dropout reasons scores is seen slightly higher in ST caste students (99.39±10.60) as compared to SC caste students (98.83±11.06) in primary schools at Hyderabad Karnataka Districts.
- The first dimension of dropout reasons i.e. scores of dropouts due to personal reasons in the present study is 21.67±3.13, in which the mean dropout scores due to personal reasons is seen slightly higher in SC caste students (21.77±3.01) as compared to ST caste students (21.55±3.28) in primary schools at Hyderabad Karnataka Districts.

- The second dimension of dropout reasons i.e. scores of dropouts due to family reasons in the present study is 23.04±2.40, in which the mean dropout scores due to family reasons is seen slightly higher in SC caste students (22.66±2.73) as compared to ST caste students (23.50±1.82) in primary schools at Hyderabad Karnataka Districts.
- The third dimension of dropout reasons i.e. scores of dropouts due to school reasons in the present study is 22.74±2.55, in which the mean dropout scores due to school reasons is seen slightly higher in SC caste students (22.34±2.94) as compared to ST caste students (23.23±1.87) in primary schools at Hyderabad Karnataka Districts.
- The fourth dimension of dropout reasons i.e. scores of dropouts due to infrastructure reasons in the present study is 24.47±2.04, in which the mean dropout scores due to infrastructure reasons is seen slightly higher in SC caste students (24.82±1.69) as compared to ST caste students (24.04±2.33) in primary schools at Hyderabad Karnataka Districts.
- The fifth dimension of dropout reasons i.e. scores of dropouts due to socio-economic reasons in the present study is 24.52±2.77, in which the mean dropout scores due to socio-economic reasons is seen slightly higher in SC caste students (24.61±2.73) as compared to ST caste students (24.40±2.82) in primary schools at Hyderabad Karnataka Districts.

Table-4.2: Summery of total reasons for dropouts and their dimensions (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) scores of SC and ST students in primary schools of Kalburgi district in Hyderabad Karnataka.

Dropout reasons	Summery	SC students in Kalburgi district	ST students in Kalburgi district	Total
	n	66	54	120
Total reasons	Mean	117.56	117.35	117.47
	SD	6.65	6.20	6.42
Personal reason	Mean	21.98	21.09	21.58
	SD	2.76	2.88	2.84
Family reason	Mean	22.76	23.63	23.15
	SD	2.51	1.53	2.16
School reason	Mean	22.21	23.28	22.69
	SD	2.84	1.89	2.51
Infrastructure reason	Mean	25.17	24.26	24.76
	SD	1.22	1.92	1.63
Socio-Economic reason	Mean	25.44	25.09	25.28
	SD	2.12	2.21	2.16

The results of the above table, it clearly reveals that

- The total dropout reasons scores of SC and ST students in Kalburgi district is 117.47±6.42, in which the mean total dropout reasons scores is seen slightly higher in SC students in Kalburgi district (117.56±6.65) as compared to ST students in Kalburgi district (117.35±6.20) in primary schools at Hyderabad Karnataka Districts.
- The first dimension of dropout reasons i.e. scores of dropouts due to personal reasons in Kalburgi district is 21.58±2.84, in which the mean

dropout score due to personal reasons is seen higher in SC caste students (21.98±2.76) as compared to ST caste students (21.09±2.88) in primary schools in Kalburgi district at Hyderabad Karnataka Districts.

- The second dimension of dropout reasons i.e. scores of dropouts due to family reasons in Kalburgi district is 23.15±2.16, in which the mean dropout score due to family reasons is seen lesser in SC caste students (22.76±2.51) as compared to ST caste students (23.63±1.53) in primary schools in Kalburgi district at Hyderabad Karnataka Districts.
- The third dimension of dropout reasons i.e. scores of dropouts due to school reasons in Kalburgi district is 22.69±2.51, in which the mean dropout score due to school reasons is seen lesser in SC caste students (22.21±2.84) as compared to ST caste students (23.28±1.89) in primary schools in Kalburgi district at Hyderabad Karnataka Districts.
- The fourth dimension of dropout reasons i.e. scores of dropouts due to infrastructure reasons in Kalburgi district is 24.76±1.63, in which the mean dropout score due to infrastructure reasons is seen higher in SC caste students (25.17±1.22) as compared to ST caste students (24.26±1.92) in primary schools in Kalburgi district at Hyderabad Karnataka Districts.
- The fifth dimension of dropout reasons i.e. scores of dropouts due to socio-economic reasons in Kalburgi district is 25.28±2.16, in which the mean dropout score due to socio-economic reasons is seen slightly higher in SC caste students (25.44±2.12) as compared to ST caste students (25.09±2.21) in primary schools in Kalburgi district at Hyderabad Karnataka Districts.

Table-4.3: Summery of total reasons for dropouts and their dimensions (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) scores of SC and ST students in primary schools of Yadagiri district in Hyderabad Karnataka.

Dropout reasons	Summery	SC students in Yadagiri district	ST students in Yadagiri district	Total
	n	66	54	120
Total reasons	Mean	95.27	96.31	95.74
	SD	5.30	4.79	5.08
Personal reason	Mean	21.44	21.69	21.55
	SD	3.09	3.67	3.36
Family reason	Mean	22.70	23.81	23.20
	SD	2.72	1.59	2.34
School reason	Mean	22.18	23.28	22.68
	SD	2.96	1.89	2.58
Infrastructure reason	Mean	25.03	24.13	24.63
	SD	1.34	2.27	1.86
Socio-Economic reason	Mean	25.36	25.09	25.24
	SD	2.41	2.84	2.61

The results of the above table, it clearly reveals that

- The total dropout reasons scores of SC and ST students in Yadagiri district is 95.74±5.08, in which the mean total dropout reasons scores is seen lesser in SC students in Yadagiri district (95.27±5.30) as compared to ST students in Yadagiri district (96.31±4.79) in primary schools at Hyderabad Karnataka Districts.
- The first dimension of dropout reasons i.e. scores of dropouts due to personal reasons in Yadagiri district is 21.55±3.36, in which the mean dropout score due to personal reasons is seen lesser in SC caste

students (21.44±3.09) as compared to ST caste students (21.69±3.67) in primary schools in Yadagiri district at Hyderabad Karnataka Districts.

- The second dimension of dropout reasons i.e. scores of dropouts due to family reasons in Yadagiri district is 23.20±2.34, in which the mean dropout score due to family reasons is seen lesser in SC caste students (22.70±2.72) as compared to ST caste students (23.813±1.59) in primary schools in Yadagiri district at Hyderabad Karnataka Districts.
- The third dimension of dropout reasons i.e. scores of dropouts due to school reasons in Yadagiri district is 22.68±2.58, in which the mean dropout score due to school reasons is seen lesser in SC caste students (22.18±2.96) as compared to ST caste students (23.28±1.89) in primary schools in Yadagiri district at Hyderabad Karnataka Districts.
- The fourth dimension of dropout reasons i.e. scores of dropouts due to infrastructure reasons in Yadagiri district is 24.63±1.86, in which the mean dropout score due to infrastructure reasons is seen higher in SC caste students (25.03±1.34) as compared to ST caste students (24.13±2.27) in primary schools in Yadagiri district at Hyderabad Karnataka Districts.
- The fifth dimension of dropout reasons i.e. scores of dropouts due to socio-economic reasons in Yadagiri district is 25.24±2.61, in which the mean dropout score due to socio-economic reasons is seen slightly higher in SC caste students (25.36±2.41) as compared to ST caste students (25.09±2.84) in primary schools in Yadagiri district at Hyderabad Karnataka Districts.

Table-4.4: Summery of total reasons for dropouts and their dimensions (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) scores of SC and ST students in primary schools of Raichur district in Hyderabad Karnataka.

Dropout reasons	Summery	SC students in Raichur district	ST students in Raichur district	Total
	n	66	54	120
Total reasons	Mean	94.62	95.06	94.82
	SD	5.03	4.99	5.00
Personal reason	Mean	22.02	21.78	21.91
	SD	3.11	3.02	3.06
Family reason	Mean	22.74	23.44	23.06
	SD	2.79	1.97	2.47
School reason	Mean	22.61	23.15	22.85
	SD	2.92	1.87	2.51
Infrastructure reason	Mean	24.73	24.20	24.49
	SD	1.48	2.26	1.88
Socio-Economic reason	Mean	24.55	24.26	24.42
	SD	2.33	2.61	2.45

The results of the above table, it clearly reveals that

- The total dropout reasons scores of SC and ST students in Raichur district is 94.82±5.00, in which the mean total dropout reasons scores is seen lesser in SC students in Raichur district (94.62±5.03) as compared to ST students in Raichur district (95.06±4.99) in primary schools at Hyderabad Karnataka Districts.

- The first dimension of dropout reasons i.e. scores of dropouts due to personal reasons in Raichur district is 21.91±3.06, in which the mean dropout score due to personal reasons is seen slight higher in SC caste students (22.02±3.11) as compared to ST caste students (21.78±3.02) in primary schools in Raichur district at Hyderabad Karnataka Districts.
- The second dimension of dropout reasons i.e. scores of dropouts due to family reasons in Raichur district is 23.06±2.47, in which the mean dropout score due to family reasons is seen lesser in SC caste students (22.74±2.79) as compared to ST caste students (23.44±1.97) in primary schools in Raichur district at Hyderabad Karnataka Districts.
- The third dimension of dropout reasons i.e. scores of dropouts due to school reasons in Raichur district is 22.85±2.51, in which the mean dropout score due to school reasons is seen lesser in SC caste students (22.61±2.92) as compared to ST caste students (23.15±1.87) in primary schools in Raichur district at Hyderabad Karnataka Districts.
- The fourth dimension of dropout reasons i.e. scores of dropouts due to infrastructure reasons in Raichur district is 24.49±1.88, in which the mean dropout score due to infrastructure reasons is seen higher in SC caste students (24.73±1.48) as compared to ST caste students (24.20±2.26) in primary schools in Raichur district at Hyderabad Karnataka Districts.
- The fifth dimension of dropout reasons i.e. scores of dropouts due to socio-economic reasons in Raichur district is 24.42±2.45, in which the mean dropout score due to socio-economic reasons is seen slight higher in SC caste students (24.55±2.33) as compared to ST caste students (24.26±2.61) in primary schools in Raichur district at Hyderabad Karnataka Districts.

Table-4.5: Summery of total reasons for dropouts and their dimensions (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) scores of SC and ST students in primary schools of Koppal district in Hyderabad Karnataka.

Dropout reasons	Summery	SC students in Koppal district	ST students in Koppal district	Total
	n	66	54	120
Total reasons	Mean	94.74	95.69	95.17
	SD	4.62	4.57	4.60
Personal reason	Mean	21.85	22.04	21.93
	SD	3.11	3.68	3.37
Family reason	Mean	22.70	23.81	23.20
	SD	2.72	1.59	2.34
School reason	Mean	22.53	23.28	22.87
	SD	2.95	1.89	2.54
Infrastructure reason	Mean	25.08	24.07	24.63
	SD	1.30	2.28	1.87
Socio-Economic reason	Mean	24.44	24.52	24.48
	SD	2.82	2.82	2.81

The results of the above table, it clearly reveals that

- The total dropout reasons scores of SC and ST students in Koppal district is 95.74±5.08, in which the mean total dropout reasons scores is seen lesser in SC students in Koppal district (94.74±4.62) as compared to ST students in Koppal district (95.69±4.57) in primary schools at Hyderabad Karnataka Districts.

- The first dimension of dropout reasons i.e. scores of dropouts due to personal reasons in Koppal district is 21.93±3.37, in which the mean dropout score due to personal reasons is seen lesser in SC caste students (21.85±3.11) as compared to ST caste students (22.04±3.68) in primary schools in Koppal district at Hyderabad Karnataka Districts.
- The second dimension of dropout reasons i.e. scores of dropouts due to family reasons in Koppal district is 23.20±2.34, in which the mean dropout score due to family reasons is seen lesser in SC caste students (22.70±2.72) as compared to ST caste students (23.813±1.59) in primary schools in Koppal district at Hyderabad Karnataka Districts.
- The third dimension of dropout reasons i.e. scores of dropouts due to school reasons in Koppal district is 22.87±2.54, in which the mean dropout score due to school reasons is seen lesser in SC caste students (22.53±2.95) as compared to ST caste students (23.28±1.89) in primary schools in Koppal district at Hyderabad Karnataka Districts.
- The fourth dimension of dropout reasons i.e. scores of dropouts due to infrastructure reasons in Koppal district is 24.63±1.87, in which the mean dropout score due to infrastructure reasons is seen higher in SC caste students (25.08±1.30) as compared to ST caste students (24.07±2.28) in primary schools in Koppal district at Hyderabad Karnataka Districts.
- The fifth dimension of dropout reasons i.e. scores of dropouts due to socio-economic reasons in Koppal district is 24.48±2.81, in which the mean dropout score due to socio-economic reasons is seen slightly lesser in SC caste students (24.44±2.82) as compared to ST caste students (24.52±2.82) in primary schools in Koppal district at Hyderabad Karnataka Districts.

Table-4.6: Summery of total reasons for dropouts and their dimensions (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) scores of SC and ST students in primary schools of **Bidar district** in Hyderabad Karnataka.

Dropout reasons	Summery	SC students in Bidar district	ST students in Bidar district	Total
	n	66	54	120
Total reasons	Mean	91.94	92.56	92.22
	SD	6.96	6.67	6.81
Personal reason	Mean	21.58	21.15	21.38
	SD	3.01	3.07	3.03
Family reason	Mean	22.39	22.81	22.58
	SD	2.96	2.20	2.64
School reason	Mean	22.17	23.15	22.61
	SD	3.09	1.87	2.65
Infrastructure reason	Mean	24.12	23.54	23.86
	SD	2.56	2.85	2.70
Socio-Economic reason	Mean	23.26	23.06	23.17
	SD	3.30	3.15	3.22

The results of the above table, it clearly reveals that

- The total dropout reasons scores of SC and ST students in Bidar district is 92.22±6.81, in which the mean total dropout reasons scores is seen lesser in SC students in Bidar district (91.94±6.96) as compared to ST students in Bidar district (92.56±6.67) in primary schools at Hyderabad Karnataka Districts.

- The first dimension of dropout reasons i.e. scores of dropouts due to personal reasons in Bidar district is 21.38±3.03, in which the mean dropout score due to personal reasons is seen higher in SC caste students (21.58±3.01) as compared to ST caste students (21.15±3.07) in primary schools in Bidar district at Hyderabad Karnataka Districts.
- The second dimension of dropout reasons i.e. scores of dropouts due to family reasons in Bidar district is 22.58±2.64, in which the mean dropout score due to family reasons is seen lesser in SC caste students (22.39±2.96) as compared to ST caste students (22.81±2.20) in primary schools in Bidar district at Hyderabad Karnataka Districts.
- The third dimension of dropout reasons i.e. scores of dropouts due to school reasons in Bidar district is 22.61±2.65, in which the mean dropout score due to school reasons is seen lesser in SC caste students (22.17±3.09) as compared to ST caste students (23.15±1.87) in primary schools in Bidar district at Hyderabad Karnataka Districts.
- The fourth dimension of dropout reasons i.e. scores of dropouts due to infrastructure reasons in Bidar district is 23.86±2.70, in which the mean dropout score due to infrastructure reasons is seen higher in SC caste students (24.12±2.56) as compared to ST caste students (23.54±2.85) in primary schools in Bidar district at Hyderabad Karnataka Districts.
- The fifth dimension of dropout reasons i.e. scores of dropouts due to socio-economic reasons in Bidar district is 23.17±3.22, in which the mean dropout score due to socio-economic reasons is seen slightly higher in SC caste students (23.26±3.30) as compared to ST caste students (23.06±3.15) in primary schools in Bidar district at Hyderabad Karnataka Districts.

Table-4.7: Summery of total reasons for dropouts and their dimensions (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) scores SC and ST students in primary schools of according to district wise.

Dropout reasons	Summery	Kalburgi	Yadagiri	Raichur	Koppal	Bidar	Total
	n	120	120	120	120	120	600
Total reasons	Mean	117.47	95.74	94.82	95.17	92.22	99.08
	SD	6.42	5.08	5.00	4.60	6.81	10.85
Personal reason	Mean	21.58	21.55	21.91	21.93	21.38	21.67
	SD	2.84	3.36	3.06	3.37	3.03	3.13
Family reason	Mean	23.15	23.20	23.06	23.20	22.58	23.04
	SD	2.16	2.34	2.47	2.34	2.64	2.40
School reason	Mean	22.69	22.68	22.85	22.87	22.61	22.74
	SD	2.51	2.58	2.51	2.54	2.65	2.55
Infrastructure reason	Mean	24.76	24.63	24.49	24.63	23.86	24.47
	SD	1.63	1.86	1.88	1.87	2.70	2.04
Socio-Economic reason	Mean	25.28	25.24	24.42	24.48	23.17	24.52
	SD	2.16	2.61	2.45	2.81	3.22	2.77

The results of the above table, it clearly reveals that

- The total dropout reasons scores of SC and ST students is 99.08±10.85, in which the mean total dropout reasons scores is seen maximum in students of primary schools in Kalburgi district (117.47±6.42) as compared to mean total dropout reasons scores is seen minimum in students of primary schools in Bidar district (117.47±6.42) followed by students of primary schools in other districts
- The first dimension of dropout reasons i.e. scores of dropouts due to personal reasons is 21.67±3.13, in which the mean dropout score due to personal reasons is seen maximum in students of primary schools in Koppal district (21.93±3.37) as compared to mean total dropout reasons scores is seen minimum in students of primary schools in Bidar district (21.38±3.03) followed by students of primary schools in other districts
- The second dimension of dropout reasons i.e. scores of dropouts due to family reasons is 23.04±2.40, in which the mean dropout score due to family reasons is seen maximum in students of primary schools in Koppal district (23.20±2.34) as compared to mean total dropout reasons scores is seen minimum in students of primary schools in Bidar district (22.58±2.64) followed by students of primary schools in other districts
- The third dimension of dropout reasons i.e. scores of dropouts due to school reasons is 22.74±2.55, in which the mean dropout score due to school reasons is seen maximum in students of primary schools in Koppal district (22.87±2.54) as compared to mean total dropout reasons scores is seen minimum in students of primary schools in Bidar district (22.61±2.65) followed by students of primary schools in other districts

- The fourth dimension of dropout reasons i.e. scores of dropouts due to infrastructure reasons is 24.47±2.04, in which the mean dropout score due to infrastructure reasons is seen maximum in students of primary schools in Kalburgi district (24.76±1.63) as compared to mean total dropout reasons scores is seen minimum in students of primary schools in Bidar district (23.86±2.70) followed by students of primary schools in other districts
- The fifth dimension of dropout reasons i.e. scores of dropouts due to socio-economic reasons is 24.52±2.77, in which the mean dropout score due to socio-economic reasons is seen maximum in students of primary schools in Kalburgi district (25.28±2.16) as compared to mean total dropout reasons scores is seen minimum in students of primary schools in Bidar district (23.17±3.22) followed by students of primary schools in other districts

Table-4.8: Summery of total reasons for dropouts and their dimensions (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) scores of SC and ST students in **rural** primary schools of Hyderabad Karnataka Districts.

Dropout reasons	Summery	SC students of rural schools	ST students of rural schools	Total
	n	165	135	120
Total reasons	Mean	99.42	101.25	100.24
	SD	11.39	10.35	10.95
Personal reason	Mean	22.08	22.10	22.09
	SD	3.44	3.20	3.33
Family reason	Mean	22.66	23.74	23.15
	SD	2.75	1.63	2.37
School reason	Mean	22.46	23.71	23.02
	SD	3.06	1.80	2.64
Infrastructure reason	Mean	25.05	24.64	24.87
	SD	1.33	1.88	1.61
Socio-Economic reason	Mean	24.75	24.80	24.77
	SD	2.62	2.99	2.79

The results of the above table, it clearly reveals that

- The total dropout reasons scores of SC and ST students in rural primary schools is 100.24±10.95, in which the mean total dropout reasons scores is seen lesser in SC students of rural primary schools (99.42±11.39) as compared to ST students of rural primary schools (101.25±10.35) at Hyderabad Karnataka Districts.
- The first dimension of dropout reasons i.e. scores of dropouts due to personal reasons in rural primary schools is 22.09±3.33, in which the mean dropout score due to personal reasons is seen lesser in SC caste students in rural primary schools (22.08±3.44) as compared to ST caste students (22.10±3.20) in rural primary schools at Hyderabad Karnataka Districts.
- The second dimension of dropout reasons i.e. scores of dropouts due to family reasons in rural primary schools is 23.15±2.37, in which the mean dropout score due to family reasons is seen lesser in SC caste students of rural primary schools (22.66±2.75) as compared to ST caste students (23.74±1.63) of rural primary schools at Hyderabad Karnataka Districts.
- The third dimension of dropout reasons i.e. scores of dropouts due to school reasons in rural primary schools is 23.02±2.64, in which the mean dropout score due to school reasons is seen lesser in SC caste students of rural primary schools (22.46±3.06) as compared to ST caste students (23.71±1.80) of rural primary schools at Hyderabad Karnataka Districts.
- The fourth dimension of dropout reasons i.e. scores of dropouts due to infrastructure reasons in rural primary schools is 24.87±1.61, in which the mean dropout score due to infrastructure reasons is seen higher in SC caste students of rural primary schools (25.05±1.33) as compared

to ST caste students (24.64±1.88) of rural primary schools at Hyderabad Karnataka Districts.

- The fifth dimension of dropout reasons i.e. scores of dropouts due to socio-economic reasons in rural primary schools is 24.77±2.79, in which the mean dropout score due to socio-economic reasons is seen slightly lesser in SC caste students of rural primary schools (24.75±2.62) as compared to ST caste students (24.80±2.99) of rural primary schools at Hyderabad Karnataka Districts.

Table-4.9: Summery of total reasons for dropouts and their dimensions (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) scores of SC and ST students in **urban** primary schools of Hyderabad Karnataka Districts.

Dropout reasons	Summery	SC students of urban schools	ST students of urban schools	Total
	n	165	135	120
Total reasons	Mean	98.24	97.53	97.92
	SD	10.73	10.56	10.65
Personal reason	Mean	21.47	20.99	21.25
	SD	2.48	3.27	2.87
Family reason	Mean	22.65	23.27	22.93
	SD	2.72	1.97	2.43
School reason	Mean	22.22	22.74	22.45
	SD	2.82	1.81	2.43
Infrastructure reason	Mean	24.59	23.44	24.07
	SD	1.97	2.57	2.33
Socio-Economic reason	Mean	24.47	24.01	24.26
	SD	2.84	2.60	2.74

The results of the above table, it clearly reveals that

- The total dropout reasons scores of SC and ST students in urban primary schools is 97.92±10.65, in which the mean total dropout

reasons scores is seen higher in SC students of urban primary schools (98.24±10.73) as compared to ST students of urban primary schools (97.53±10.56) at Hyderabad Karnataka Districts.

- The first dimension of dropout reasons i.e. scores of dropouts due to personal reasons in urban primary schools is 21.25±2.87, in which the mean dropout score due to personal reasons is seen higher in SC caste students in urban primary schools (21.47±2.48) as compared to ST caste students (20.99±3.27) in urban primary schools at Hyderabad Karnataka Districts.
- The second dimension of dropout reasons i.e. scores of dropouts due to family reasons in urban primary schools is 22.93±2.43, in which the mean dropout score due to family reasons is seen higher in ST caste students (23.27±1.97) of urban primary schools as compared to SC caste students of urban primary schools (22.65±2.72) at Hyderabad Karnataka Districts.
- The third dimension of dropout reasons i.e. scores of dropouts due to school reasons in urban primary schools is 22.45±2.43, in which the mean dropout score due to school reasons is seen lesser in SC caste students of urban primary schools (22.22±2.82) as compared to ST caste students (22.74±1.81) of urban primary schools at Hyderabad Karnataka Districts.
- The fourth dimension of dropout reasons i.e. scores of dropouts due to infrastructure reasons in urban primary schools is 24.07±2.33, in which the mean dropout score due to infrastructure reasons is seen higher in SC caste students of urban primary schools (24.59±1.97) as compared to ST caste students (23.44±2.57) of urban primary schools at Hyderabad Karnataka Districts.
- The fifth dimension of dropout reasons i.e. scores of dropouts due to socio-economic reasons in urban primary schools is 24.26±2.74, in

which the mean dropout score due to socio-economic reasons is seen slightly higher in SC caste students of urban primary schools (24.47±2.84) as compared to ST caste students (24.01±2.60) of urban primary schools at Hyderabad Karnataka Districts.

Table-4.10: Summery of total reasons for dropouts and their dimensions (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) scores according to **rural and urban** location.

Dropout reasons	Summery	Rural	Urban	Total
	n	300	300	600
Total reasons	Mean	100.24	97.92	99.08
	SD	10.95	10.65	10.85
Personal reason	Mean	22.09	21.25	21.67
	SD	3.33	2.87	3.13
Family reason	Mean	23.15	22.93	23.04
	SD	2.37	2.43	2.40
School reason	Mean	23.02	22.45	22.74
	SD	2.64	2.43	2.55
Infrastructure reason	Mean	24.87	24.07	24.47
	SD	1.61	2.33	2.04
Socio-Economic reason	Mean	24.77	24.26	24.52
	SD	2.79	2.74	2.77

The results of the above table, it clearly reveals that

- The total dropout reasons scores of SC and ST students of primary schools is 99.08±10.85, in which the mean total dropout reasons scores is seen higher in students of rural primary schools

(100.24±10.95) as compared to students of urban primary schools (97.92±10.65) at Hyderabad Karnataka Districts.

- The first dimension of dropout reasons i.e. scores of dropouts due to personal reasons of primary schools is 21.67±3.13, in which the mean dropout score due to personal reasons is seen higher in students of rural primary schools (22.09±3.33) as compared to students of urban primary schools (21.25±2.87) at Hyderabad Karnataka Districts.
- The second dimension of dropout reasons i.e. scores of dropouts due to family reasons of primary schools is 23.04±2.40, in which the mean dropout score due to family reasons is seen higher in students of rural primary schools (23.15±2.37) as compared to students of urban primary schools (22.93±2.43) at Hyderabad Karnataka Districts.
- The third dimension of dropout reasons i.e. scores of dropouts due to school reasons of primary schools is 22.74±2.55, in which the mean dropout score due to school reasons is seen higher in students of rural primary schools (23.02±2.64) as compared to students of urban primary schools (22.45±2.43) at Hyderabad Karnataka Districts.
- The fourth dimension of dropout reasons i.e. scores of dropouts due to infrastructure reasons of primary schools is 24.47±2.04, in which the mean dropout score due to infrastructure reasons is seen higher in students of rural primary schools (24.87±1.61) as compared to students of urban primary schools (24.07±2.33) at Hyderabad Karnataka Districts.
- The fifth dimension of dropout reasons i.e. scores of dropouts due to infrastructure reasons of primary schools is 24.52±2.77, in which the mean dropout score due to infrastructure reasons is seen higher in students of rural primary schools (24.77±2.79) as compared to students of urban primary schools (24.26±2.74) at Hyderabad Karnataka Districts.

Table-4.11: Summery of total reasons for dropouts and their dimensions (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) scores of SC and ST students in **government** primary schools of Hyderabad Karnataka Districts.

Dropout reasons	Sum mery	SC students of government schools	ST students of government schools	Total
	n	110	90	200
Total reasons	Mean	99.01	100.16	99.52
	SD	10.59	9.86	10.26
Personal reason	Mean	21.89	22.34	22.10
	SD	2.83	2.83	2.83
Family reason	Mean	22.83	23.39	23.08
	SD	2.59	1.71	2.25
School reason	Mean	22.15	23.51	22.77
	SD	2.78	1.84	2.49
Infrastructure reason	Mean	24.71	23.98	24.38
	SD	1.63	1.74	1.72
Socio-Economic reason	Mean	24.89	24.99	24.94
	SD	2.03	2.49	2.24

The results of the above table, it clearly reveals that

- The total dropout reasons scores of SC and ST students in government primary schools is 99.52±10.26, in which the mean total dropout reasons scores is seen lesser in SC students of government primary

schools (99.01±10.59) as compared to ST students of **government** primary schools (100.16±9.86) at Hyderabad Karnataka Districts.

- The first dimension of dropout reasons i.e. scores of dropouts due to personal reasons in government primary schools is 22.10±2.83, in which the mean dropout score due to personal reasons is seen slight lesser in SC caste students in government primary schools (21.89±3.12) as compared to ST caste students (22.34±2.83) in government primary schools at Hyderabad Karnataka Districts.
- The second dimension of dropout reasons i.e. scores of dropouts due to family reasons in government primary schools is 23.08±2.25, in which the mean dropout score due to family reasons is seen lesser in SC caste students of government primary schools (22.83±2.59) as compared to ST caste students (23.39±1.71) of government primary schools at Hyderabad Karnataka Districts.
- The third dimension of dropout reasons i.e. scores of dropouts due to school reasons in government primary schools is 22.77±2.49, in which the mean dropout score due to school reasons is seen lesser in SC caste students of government primary schools (22.15±2.78) as compared to ST caste students (23.51±1.84) of government primary schools at Hyderabad Karnataka Districts.
- The fourth dimension of dropout reasons i.e. scores of dropouts due to infrastructure reasons in government primary schools is 24.38±1.72, in which the mean dropout score due to infrastructure reasons is seen higher in SC caste students of government primary schools (24.71±1.63) as compared to ST caste students (23.98±1.74) of government primary schools at Hyderabad Karnataka Districts.
- The fifth dimension of dropout reasons i.e. scores of dropouts due to socio-economic reasons in government primary schools is 24.94±2.24, in which the mean dropout score due to socio-economic reasons is

seen slightly lesser in SC caste students of government primary schools (24.89±2.03) as compared to ST caste students (24.99±2.49) of government primary schools at Hyderabad Karnataka Districts.

Table-4.12: Summery of total reasons for dropouts and their dimensions (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) scores of SC and ST students in **aided** primary schools of Hyderabad Karnataka Districts.

Dropout reasons	Summery	SC students of aided schools	ST students of aided schools	Total
	n	110	90	200
Total reasons	Mean	100.54	100.61	100.57
	SD	11.58	10.82	11.22
Personal reason	Mean	21.67	21.64	21.66
	SD	3.12	3.57	3.32
Family reason	Mean	23.07	23.97	23.48
	SD	2.41	1.71	2.17
School reason	Mean	23.00	23.33	23.15
	SD	3.12	1.68	2.57
Infrastructure reason	Mean	24.93	24.57	24.77
	SD	1.81	2.71	2.26
Socio-Economic reason	Mean	25.03	24.44	24.77
	SD	2.61	2.87	2.74

The results of the above table, it clearly reveals that

- The total dropout reasons scores of SC and ST students in aided primary schools is 100.57±11.22, in which the mean total dropout

reasons scores is seen negligible lesser in SC students of aided primary schools (100.54±11.58) as compared to ST students of aided primary schools (97.53±10.56) at Hyderabad Karnataka Districts.

- The first dimension of dropout reasons i.e. scores of dropouts due to personal reasons in aided primary schools is 21.66±3.32, in which the mean dropout score due to personal reasons is seen slight higher in SC caste students in aided primary schools (21.67±3.12) as compared to ST caste students (21.64±3.57) in aided primary schools at Hyderabad Karnataka Districts.
- The second dimension of dropout reasons i.e. scores of dropouts due to family reasons in aided primary schools is 23.48±2.17, in which the mean dropout score due to family reasons is seen higher in ST caste students of aided primary schools (23.27±1.97) as compared to SC caste students (23.07±2.41) of aided primary schools at Hyderabad Karnataka Districts.
- The third dimension of dropout reasons i.e. scores of dropouts due to school reasons in aided primary schools is 23.15±2.57, in which the mean dropout score due to school reasons is seen lesser in SC caste students of aided primary schools (23.00±3.12) as compared to ST caste students (23.33±1.68) of aided primary schools at Hyderabad Karnataka Districts.
- The fourth dimension of dropout reasons i.e. scores of dropouts due to infrastructure reasons in aided primary schools is 24.77±2.26, in which the mean dropout score due to infrastructure reasons is seen higher in SC caste students of aided primary schools (24.93±1.81) as compared to ST caste students (24.57±2.71) of aided primary schools at Hyderabad Karnataka Districts.
- The fifth dimension of dropout reasons i.e. scores of dropouts due to socio-economic reasons in aided primary schools is 24.77±2.74, in

which the mean dropout score due to socio-economic reasons is seen slightly higher in SC caste students of aided primary schools (25.03±2.61) as compared to ST caste students (24.44±2.87) of aided primary schools at Hyderabad Karnataka Districts.

Table-4.13: Summery of total reasons for dropouts and their dimensions (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) scores of SC and ST students in **unaided** primary schools of Hyderabad Karnataka Districts.

Dropout reasons	Sum mery	SC students of unaided schools	ST students of unaided schools	Total
	n	110	90	200
Total reasons	Mean	96.94	97.41	97.15
	SD	10.80	10.93	10.83
Personal reason	Mean	21.75	20.66	21.26
	SD	3.10	3.21	3.19
Family reason	Mean	22.07	23.16	22.56
	SD	3.07	1.95	2.67
School reason	Mean	21.86	22.83	22.30
	SD	2.81	2.02	2.53
Infrastructure reason	Mean	24.84	23.58	24.27
	SD	1.63	2.35	2.08
Socio-Economic reason	Mean	23.91	23.78	23.85
	SD	3.29	2.99	3.15

The results of the above table, it clearly reveals that

- The total dropout reasons scores of SC and ST students in unaided primary schools is 97.15±10.83, in which the mean total dropout reasons scores is seen lesser in SC students of unaided primary schools (96.94±10.80) as compared to ST students of unaided primary schools (97.41±10.93) at Hyderabad Karnataka Districts.
- The first dimension of dropout reasons i.e. scores of dropouts due to personal reasons in unaided primary schools is 21.26±3.19, in which the mean dropout score due to personal reasons is seen higher in SC caste students in unaided primary schools (21.75±3.10) as compared to ST caste students (20.66±3.21) in unaided primary schools at Hyderabad Karnataka Districts.
- The second dimension of dropout reasons i.e. scores of dropouts due to family reasons in unaided primary schools is 22.56±2.67, in which the mean dropout score due to family reasons is seen leser in SC caste students of unaided primary schools (22.07±3.07) as compared to ST caste students (23.16±1.95) of unaided primary schools at Hyderabad Karnataka Districts.
- The third dimension of dropout reasons i.e. scores of dropouts due to school reasons in unaided primary schools is 22.30±2.53, in which the mean dropout score due to school reasons is seen lesser in SC caste students of unaided primary schools (21.86±2.81) as compared to ST caste students (22.83±2.02) of unaided primary schools at Hyderabad Karnataka Districts.
- The fourth dimension of dropout reasons i.e. scores of dropouts due to infrastructure reasons in unaided primary schools is 24.27±2.08, in which the mean dropout score due to infrastructure reasons is seen higher in SC caste students of unaided primary schools (24.84±1.63)

as compared to ST caste students (23.58±2.35) of unaided primary schools at Hyderabad Karnataka Districts.

- The fifth dimension of dropout reasons i.e. scores of dropouts due to socio-economic reasons in unaided primary schools is 23.85±3.15, in which the mean dropout score due to socio-economic reasons is seen slightly higher in SC caste students of unaided primary schools (23.91±3.29) as compared to ST caste students (23.78±2.99) of unaided primary schools at Hyderabad Karnataka Districts.

Table-4.14: Summery of total reasons for dropouts and their dimensions (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) scores according to **government, aided and unaided** district wise.

Dropout reasons	Summery	Government	Aided	Unaided	Total
	n	200	200	200	600
Total reasons	Mean	99.53	100.57	97.15	99.08
	SD	10.26	11.22	10.83	10.85
Personal reason	Mean	22.10	21.66	21.26	21.67
	SD	2.83	3.32	3.19	3.13
Family reason	Mean	23.08	23.48	22.56	23.04
	SD	2.25	2.17	2.67	2.40
School reason	Mean	22.77	23.15	22.30	22.74
	SD	2.49	2.57	2.53	2.55
Infrastructure reason	Mean	24.38	24.77	24.27	24.47
	SD	1.72	2.26	2.08	2.04
Socio-Economic reason	Mean	24.94	24.77	23.85	24.52
	SD	2.24	2.74	3.15	2.77

The results of the above table, it clearly reveals that

- The total dropout reasons scores of SC and ST students of primary schools is 99.08±10.85, in which the mean total dropout reasons scores is seen higher in students of aided primary schools (100.57±11.22) as compared to students of unaided primary schools (97.15±10.83) followed students of government primary schools (99.53±10.26) at Hyderabad Karnataka Districts.
- The first dimension of dropout reasons i.e. scores of dropouts due to personal reasons of primary schools is 21.67±3.13, in which the mean dropout score due to personal reasons is seen higher in students of Government primary schools (22.10±2.83) as compared to students of Aided primary schools (21.66±3.32) followed students of Unaided primary schools (21.26±3.19) at Hyderabad Karnataka Districts.
- The second dimension of dropout reasons i.e. scores of dropouts due to family reasons of primary schools is 23.04±2.40, in which the mean dropout score due to family reasons is seen higher in students of Aided primary schools (23.48±2.17) as compared to students of Government primary schools (23.08±2.25) followed students of Unaided primary schools (22.56±2.67) at Hyderabad Karnataka Districts.
- The third dimension of dropout reasons i.e. scores of dropouts due to school reasons of primary schools is 22.74±2.55, in which the mean dropout score due to school reasons is seen higher in students of Aided primary schools (23.15±2.57) as compared to students of Government primary schools (22.77±2.49) followed students of Unaided primary schools (22.30±2.53) at Hyderabad Karnataka Districts.
- The fourth dimension of dropout reasons i.e. scores of dropouts due to infrastructure reasons of primary schools is 24.47±2.04, in which the mean dropout score due to infrastructure reasons is seen higher in students of Aided primary schools (24.77±2.26) as compared to students of Government primary schools (24.38±1.72) followed

students of Unaided primary schools (24.27±2.08) at Hyderabad Karnataka Districts.

- The fifth dimension of dropout reasons i.e. scores of dropouts due to infrastructure reasons of primary schools is 24.52±2.77, in which the mean dropout score due to infrastructure reasons is seen higher in students of Government primary schools (24.94±2.24) as compared to students of Aided primary schools (24.77±2.74) followed students of Unaided primary schools (23.85±3.15) at Hyderabad Karnataka Districts.

Table-4.15: Summery of total reasons for dropouts and their dimensions (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) scores of SC and ST **male** students in primary schools of Hyderabad Karnataka Districts.

Dropout reasons	Summery	SC male students	ST male students	Total
	n	120	180	300
Total reasons	Mean	98.23	100.16	99.39
	SD	10.21	10.73	10.55
Personal reason	Mean	21.56	21.56	21.56
	SD	2.90	2.95	2.93
Family reason	Mean	22.13	23.63	23.03
	SD	2.93	1.91	2.48
School reason	Mean	22.84	23.26	23.09
	SD	2.88	1.79	2.29
Infrastructure reason	Mean	24.45	24.26	24.34
	SD	0.83	2.36	1.90
Socio-Economic reason	Mean	24.61	24.64	24.63
	SD	2.96	2.81	2.87

The results of the above table, it clearly reveals that

- The total dropout reasons scores of SC and ST students is 99.39±10.55, in which the mean total dropout reasons scores is seen lesser in SC male students (98.23±10.21) as compared to ST male students (100.16±10.73) at Hyderabad Karnataka Districts.
- The first dimension of dropout reasons i.e. scores of dropouts due to personal reasons is 21.56±2.93, in which the mean dropout score due to personal reasons is seen similar in SC caste male students in (21.56±2.90) and ST caste male students (21.56±2.95) at Hyderabad Karnataka Districts.
- The second dimension of dropout reasons i.e. scores of dropouts due to family reasons in is 23.03±2.48, in which the mean dropout score due to family reasons is seen lesser in SC caste male students (22.13±2.93) as compared to ST caste male students (23.63±1.91) at Hyderabad Karnataka Districts.
- The third dimension of dropout reasons i.e. scores of dropouts due to school reasons is 23.09±2.29, in which the mean dropout score due to school reasons is seen lesser in SC caste male students (22.84±2.88) as compared to ST caste male students (23.26±1.79) at Hyderabad Karnataka Districts.
- The fourth dimension of dropout reasons i.e. scores of dropouts due to infrastructure reasons is 24.34±1.90, in which the mean dropout score due to infrastructure reasons is seen higher in SC caste male students (24.45±0.83) as compared to ST caste male students (24.26±2.36) at Hyderabad Karnataka Districts.
- The fifth dimension of dropout reasons i.e. scores of dropouts due to socio-economic reasons is 24.63±2.87, in which the mean dropout score due to socio-economic reasons is seen slight lesser in SC caste

male students (24.61±2.96) as compared to ST caste male students (24.64±2.81) at Hyderabad Karnataka Districts.

Table-4.16: Summery of total reasons for dropouts and their dimensions (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) scores of SC and ST **female** students in primary schools of Hyderabad Karnataka Districts.

Dropout reasons	Summery	SC female students	ST female students	Total
	n	210	90	300
Total reasons	Mean	99.17	97.87	98.78
	SD	11.53	10.23	11.16
Personal reason	Mean	21.90	21.53	21.79
	SD	3.07	3.87	3.33
Family reason	Mean	22.96	23.24	23.05
	SD	2.56	1.62	2.32
School reason	Mean	22.05	23.16	22.38
	SD	2.94	2.03	2.75
Infrastructure reason	Mean	25.04	23.60	24.61
	SD	1.99	2.21	2.16
Socio-Economic reason	Mean	24.61	23.92	24.40
	SD	2.60	2.80	2.68

The results of the above table, it clearly reveals that

- The total dropout reasons scores of SC and ST students is 98.78±11.16, in which the mean total dropout reasons scores is seen higher in SC female students (99.17±11.53) as compared to ST female students (97.87±10.23) at Hyderabad Karnataka Districts.
- The first dimension of dropout reasons i.e. scores of dropouts due to personal reasons is 21.79±3.33, in which the mean dropout score due to personal reasons is seen higher in SC caste female students (21.56±3.07) as compared to ST caste female students (21.53±3.87) at Hyderabad Karnataka Districts.
- The second dimension of dropout reasons i.e. scores of dropouts due to family reasons is 23.05±2.32, in which the mean dropout score due to family reasons is seen lesser in SC caste male students (22.96±2.56) as compared to ST caste male students (23.24±1.62) at Hyderabad Karnataka Districts.
- The third dimension of dropout reasons i.e. scores of dropouts due to school reasons is 22.38±2.75, in which the mean dropout score due to school reasons is seen lesser in SC caste male students (22.05±2.94) as compared to ST caste male students (23.16±2.03) at Hyderabad Karnataka Districts.
- The fourth dimension of dropout reasons i.e. scores of dropouts due to infrastructure reasons is 24.61±2.16, in which the mean dropout score due to infrastructure reasons is seen higher in SC caste male students (25.04±1.99) as compared to ST caste male students (23.60±2.21) at Hyderabad Karnataka Districts.
- The fifth dimension of dropout reasons i.e. scores of dropouts due to socio-economic reasons is 24.40±2.68, in which the mean dropout score due to socio-economic reasons is seen higher in SC caste male students (24.61±2.60) as compared to ST caste male students (23.92±2.80) at Hyderabad Karnataka Districts.

Table-4.17: Summery of total reasons for dropouts and their dimensions (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) scores according to **gender** wise.

Dropout reasons	Summery	Male	Female	Total
	n	300	300	600
Total reasons	Mean	99.39	98.78	99.08
	SD	10.55	11.16	10.85
Personal reason	Mean	21.56	21.79	21.67
	SD	2.93	3.33	3.13
Family reason	Mean	23.03	23.05	23.04
	SD	2.48	2.32	2.40
School reason	Mean	23.09	22.38	22.74
	SD	2.29	2.75	2.55
Infrastructure reason	Mean	24.34	24.61	24.47
	SD	1.90	2.16	2.04
Socio-Economic reason	Mean	24.63	24.40	24.52
	SD	2.87	2.68	2.77

The results of the above table, it clearly reveals that

- The total dropout reasons scores of students of primary schools is 99.08±10.85, in which the mean total dropout reasons scores is seen higher in male students (99.39±10.55) as compared to female students in primary schools (98.78±11.16) at Hyderabad Karnataka Districts.
- The first dimension of dropout reasons i.e. scores of dropouts due to personal reasons is 21.67±3.13, in which the mean dropout score due to personal reasons is seen lesser in caste male students (21.56±2.93)

as compared to female students in primary schools (21.79±3.33) at Hyderabad Karnataka Districts.

- The second dimension of dropout reasons i.e. scores of dropouts due to family reasons is 23.04±2.40, in which the mean dropout score due to family reasons is seen high in female students (23.03±2.48) and male students in primary schools (23.05±2.32) at Hyderabad Karnataka Districts.
- The third dimension of dropout reasons i.e. scores of dropouts due to school reasons is 22.74±2.55, in which the mean dropout score due to school reasons is seen higher in male students (23.09±2.29) as compared to female students in primary schools (22.38±2.75) at Hyderabad Karnataka Districts.
- The fourth dimension of dropout reasons i.e. scores of dropouts due to infrastructure reasons is 24.47±2.04, in which the mean dropout score due to infrastructure reasons is seen slight lesser in male students (24.34±1.90) as compared to female students in primary schools (24.61±2.16) at Hyderabad Karnataka Districts.
- The fifth dimension of dropout reasons i.e. scores of dropouts due to socio economic reasons is 24.52±2.77, in which the mean dropout score due to socio economic reasons is seen higher in male students (24.63±2.87) as compared to female students in primary schools (24.40±2.68) at Hyderabad Karnataka Districts.

Table-4.18: Summery of total reasons for dropouts and their dimensions (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) scores of **1-4 std. SC and 1-4 std. ST** students in primary schools of Hyderabad Karnataka Districts.

Dropout reasons	Summery	1-4 std. SC students	1-4 std. ST students	Total
	n	30	30	60
Total reasons	Mean	101.63	98.53	100.08
	SD	12.75	10.34	11.62
Personal reason	Mean	23.27	23.07	23.17
	SD	3.92	3.53	3.70
Family reason	Mean	23.17	23.80	23.48
	SD	3.02	2.44	2.74
School reason	Mean	25.00	23.83	24.42
	SD	0.00	2.65	1.95
Infrastructure reason	Mean	25.00	22.67	23.83
	SD	1.95	0.96	1.92
Socio-Economic reason	Mean	23.97	24.43	24.20
	SD	3.05	3.05	3.03

The results of the above table, it clearly reveals that

- The total dropout reasons scores of SC and ST students is 100.08±11.62, in which the mean total dropout reasons scores is seen higher in SC students of 1-4 standard (101.63±12.75) as compared to ST students (98.53±10.34) at Hyderabad Karnataka Districts.

- The first dimension of dropout reasons i.e. scores of dropouts due to personal reasons is 23.17±3.70, in which the mean dropout score due to personal reasons is seen higher in SC students of 1-4 standard in (23.27±3.92) as compared to ST students of 1-4 standard (23.07±3.53) in at Hyderabad Karnataka Districts.
- The second dimension of dropout reasons i.e. scores of dropouts due to family reasons is 23.48±2.74, in which the mean dropout score due to family reasons is seen lesser in SC students of 1-4 standard (23.17±3.02) as compared to ST students of 1-4 standard (23.80±2.44) at Hyderabad Karnataka Districts.
- The third dimension of dropout reasons i.e. scores of dropouts due to school reasons is 24.42±1.95, in which the mean dropout score due to school reasons is seen higher in SC students of 1-4 standard (25.00±0.00) as compared to ST students of 1-4 standard (23.83±2.65) at Hyderabad Karnataka Districts.
- The fourth dimension of dropout reasons i.e. scores of dropouts due to infrastructure reasons is 23.83±1.92, in which the mean dropout score due to infrastructure reasons is seen higher in SC students of 1-4 standard (25.00±1.95) as compared to ST students of 1-4 standard (22.67±0.96) at Hyderabad Karnataka Districts.
- The fifth dimension of dropout reasons i.e. scores of dropouts due to socio-economic reasons is 24.20±3.03, in which the mean dropout score due to socio-economic reasons is seen slightly higher in SC students of 1-4 standard (24.47±3.05) as compared to ST students of 1-4 standard (24.43±3.05) at Hyderabad Karnataka Districts.

Table-4.19: Summery of total reasons for dropouts and their dimensions (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) scores of **5-6 std. SC and 5-6 std. ST** students in primary schools of Hyderabad Karnataka Districts.

Dropout reasons	Summery	5-6 std. SC students	5-6 std. ST students	Total
	n	120	60	200
Total reasons	Mean	97.43	96.40	97.08
	SD	10.06	9.98	10.01
Personal reason	Mean	21.01	21.27	21.09
	SD	2.85	3.83	3.20
Family reason	Mean	21.63	23.25	22.17
	SD	2.79	1.07	2.48
School reason	Mean	21.40	23.08	21.96
	SD	2.93	1.72	2.70
Infrastructure reason	Mean	25.10	22.40	24.20
	SD	1.69	2.04	2.22
Socio-Economic reason	Mean	24.99	23.53	24.51
	SD	1.91	2.61	2.27

The results of the above table, it clearly reveals that

- The total dropout reasons scores of SC and ST students is 97.08±10.01, in which the mean total dropout reasons scores is seen higher in SC students of 5-6 standard is (97.43±10.06) as compared to ST students (96.40±9.98) at Hyderabad Karnataka Districts.
- The first dimension of dropout reasons i.e. scores of dropouts due to personal reasons is 21.09±3.20, in which the mean dropout score due to personal reasons is seen lesser in SC students of 5-6 standard is (21.01±2.85) as compared to ST students of 5-6 standard (21.27±3.83) at Hyderabad Karnataka Districts.
- The second dimension of dropout reasons i.e. scores of dropouts due to family reasons is 22.17±2.48, in which the mean dropout score due to family reasons is seen lesser in SC students of 5-6 standard (21.63±2.79) as compared to ST students of 5-6 standard (23.25±1.07) at Hyderabad Karnataka Districts.
- The third dimension of dropout reasons i.e. scores of dropouts due to school reasons is 21.96±2.70, in which the mean dropout score due to school reasons is seen lesser in SC students of 5-6 standard (21.40±2.93) as compared to ST students of 5-6 standard (23.08±1.72) at Hyderabad Karnataka Districts.
- The fourth dimension of dropout reasons i.e. scores of dropouts due to infrastructure reasons is 24.20±2.22, in which the mean dropout score due to infrastructure reasons is seen higher in SC students of 5-6 standard (25.10±1.69) as compared to ST students of 5-6 standard (22.40±2.04) at Hyderabad Karnataka Districts.
- The fifth dimension of dropout reasons i.e. scores of dropouts due to socio-economic reasons is 24.51±2.27, in which the mean dropout score due to socio-economic reasons is seen higher in SC students of 5-6 standard (24.99±1.91) as compared to ST students of 5-6 standard (23.53±2.61) at Hyderabad Karnataka Districts.

Table-4.20: Summery of total reasons for dropouts and their dimensions (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) scores of **7-8 std. SC and 7-8 std. ST** students in primary schools of Hyderabad Karnataka Districts.

Dropout reasons	Summery	7-8 std. SC students	7-8 std. ST students	Total
	n	180	180	3600
Total reasons	Mean	99.29	100.53	99.91
	SD	11.34	10.70	11.02
Personal reason	Mean	22.03	21.39	21.71
	SD	2.81	2.98	2.91
Family reason	Mean	23.26	23.54	23.40
	SD	2.43	1.90	2.18
School reason	Mean	22.52	23.17	22.85
	SD	2.90	1.75	2.41
Infrastructure reason	Mean	24.61	24.82	24.71
	SD	1.62	2.19	1.93
Socio-Economic reason	Mean	24.46	24.69	24.58
	SD	3.10	2.81	2.95

The results of the above table, it clearly reveals that

- The total dropout reasons scores of SC and ST students is 99.91±11.02, in which the mean total dropout reasons scores is seen lesser in SC students of 7-8 standard (99.29±11.34) as compared to ST students (100.53±10.70) at Hyderabad Karnataka Districts.
- The first dimension of dropout reasons i.e. scores of dropouts due to personal reasons is 21.71±2.91, in which the mean dropout score due to personal reasons is seen higher in SC students of 7-8 standard in (22.03±2.81) as compared to ST students of 7-8 standard (21.39±2.98) at Hyderabad Karnataka Districts.
- The second dimension of dropout reasons i.e. scores of dropouts due to family reasons in is 22.93±2.43, in which the mean dropout score due to family reasons is seen lesser in SC students of 7-8 standard (22.65±2.72) as compared to ST students of 7-8 standard (23.54±1.90) at Hyderabad Karnataka Districts.
- The third dimension of dropout reasons i.e. scores of dropouts due to school reasons is 22.85±2.41, in which the mean dropout score due to school reasons is seen slight lesser in SC students of 7-8 standard (22.52±2.90) as compared to ST students of 7-8 standard (23.17±1.75) at Hyderabad Karnataka Districts.
- The fourth dimension of dropout reasons i.e. scores of dropouts due to infrastructure reasons is 24.71±1.93, in which the mean dropout score due to infrastructure reasons is seen slight lesser in SC students of 7-8 standard (24.61±1.62) as compared to ST students of 7-8 standard (24.82±2.19) at Hyderabad Karnataka Districts.
- The fifth dimension of dropout reasons i.e. scores of dropouts due to socio-economic reasons is 24.58±2.95, in which the mean dropout score due to socio-economic reasons is seen slightly lesser in SC students of 7-8 standard (24.46±3.10) as compared to ST students of 7-8 standard (24.69±v) at Hyderabad Karnataka Districts.

Table-4.21: Summery of total reasons for dropouts and their dimensions (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) scores according to **standard** wise.

Dropout reasons	Summery	1-4 std.	5-6 std.	7-8 std.	Total
	n	60	180	360	600
Total reasons	Mean	100.08	97.08	99.91	99.08
	SD	11.62	10.01	11.02	10.85
Personal reason	Mean	23.17	21.09	21.71	21.67
	SD	3.70	3.20	2.91	3.13
Family reason	Mean	23.48	22.17	23.40	23.04
	SD	2.74	2.48	2.18	2.40
School reason	Mean	24.42	21.96	22.85	22.74
	SD	1.95	2.70	2.41	2.55
Infrastructure reason	Mean	23.83	24.20	24.71	24.47
	SD	1.92	2.22	1.93	2.04
Socio-Economic reason	Mean	24.20	24.51	24.58	24.52
	SD	3.03	2.27	2.95	2.77

The results of the above table, it clearly reveals that

- The total dropout reasons scores of SC and ST students is 99.08±10.85, in which the mean total dropout reasons scores is seen higher in students of 1-4 standard (100.08±11.62) as compared to students of 5-6 standard (97.08±10.01) and students of 7-8 standard (99.91±11.02) at Hyderabad Karnataka Districts.

- The first dimension of dropout reasons i.e. scores of dropouts due to personal reasons is 21.67±3.13, in which the mean dropout score due to personal reasons is seen higher in students of 1-4 standard (23.17±3.70) as compared to students of 5-6 standard (21.09±3.20) and students of 7-8 standard (21.71±2.91) at Hyderabad Karnataka Districts.
- The second dimension of dropout reasons i.e. scores of dropouts due to family reasons is 23.04±2.40, in which the mean dropout score due to family reasons is seen higher in students of 1-4 standard (23.48±2.74) as compared to students of 5-6 standard (22.17±2.48) and students of 7-8 standard (23.40±2.18) at Hyderabad Karnataka Districts.
- The third dimension of dropout reasons i.e. scores of dropouts due to school reasons is 22.74±2.55, in which the mean dropout score due to school reasons is seen higher in students of 1-4 standard (24.42±1.95) as compared to students of 5-6 standard (21.96±2.70) and students of 7-8 standard (22.85±2.41) at Hyderabad Karnataka Districts.
- The fourth dimension of dropout reasons i.e. scores of dropouts due to infrastructure reasons is 24.47±2.04, in which the mean dropout score due to infrastructure reasons is seen higher in students of 7-8 standard (24.71±1.93) as compared to students of 1-4 standard (23.83±1.92) and students of 5-6 standard (24.20±2.22) at Hyderabad Karnataka Districts.
- The fifth dimension of dropout reasons i.e. scores of dropouts due to socio-economic reasons is 24.52±2.77, in which the mean dropout score due to socio-economic reasons is seen higher in students of 7-8 standard (24.58±2.95) as compared to students of 1-4 standard (24.20±3.03) and students of 5-6 standard (24.51±2.27) at Hyderabad Karnataka Districts.

: Inferential statistics

In this section, the reasons and its dimensions scores for dropouts from the Scheduled Caste and Scheduled Tribe students' point of view in Primary Schools at Hyderabad Karnataka Districts according to districts, locations, types of management, gender and study standards by applying the independent t test and one way ANOVA followed by Tukeys multiple posthoc procedures and the results are presented in the following tables.

Null Hypothesis-1 (H_0): No significant difference between SC and ST students of Hyderabad Karnataka Districts with respect to total reasons for dropouts scores in primary schools.

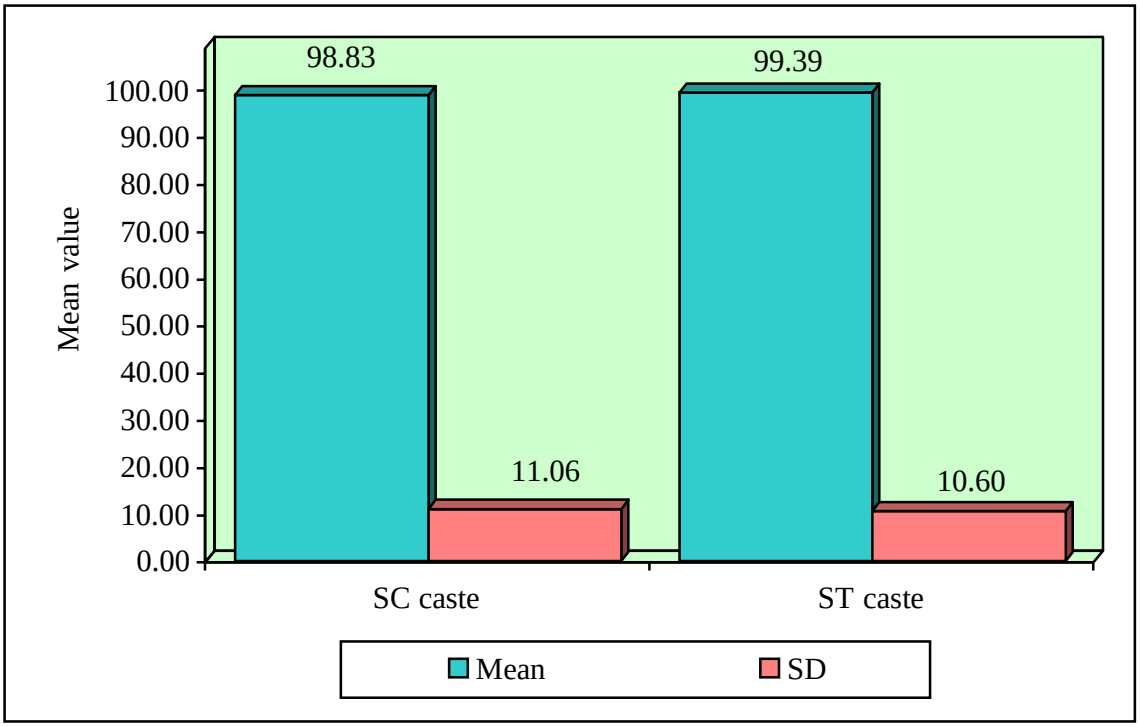
To test the above H_0, the independent two sample t test was performed and the results are presented in the following table.

Table-4.22: Summery of t test between SC and ST students of Hyderabad Karnataka Districts with respect to total reasons for dropouts scores in primary schools.

Castes	Mean	SD	SE	|t|-value	P-value	Signi.
SC caste	98.83	11.06	0.61	0.6344	0.5261	>0.05,NS
ST caste	99.39	10.60	0.65			

The results of the above table, clearly showed that, the calculated value of t i.e. 0.6344, which is lesser than the t tabled value with 498 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is not rejected and alternative hypothesis (H_1) is rejected. Therefore, we concluded that, the mean dropout score due to all reasons is similar in SC and ST students in primary schools at Hyderabad Karnataka Districts. The mean and SD scores are also presented in the following figure.

Figure-4.1: Comparison between SC and ST students of Hyderabad Karnataka Districts with respect to mean of total reasons for dropout score in primary schools.



Null Hypothesis-2 (H_0): No significant difference between SC and ST students of Hyderabad Karnataka Districts with respect to **dimension scores** of dropout reasons (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) in primary schools.

To test the above H_0, the independent two sample t test was performed and the results are presented in the following table.

Table-4.23: Summery of t test between SC and ST students of Hyderabad Karnataka Districts with respect to dimension scores of dropout reasons in primary schools.

Dimensions	Castes	Mean	SD	|t| - value	P-value	Signi.
Personal reasons	SC caste	21.77	3.01	0.8731	0.3829	>0.05,NS
	ST caste	21.55	3.28			
Family reasons	SC caste	22.66	2.73	4.3617	0.0001	<0.05,S
	ST caste	23.50	1.82			
School reasons	SC caste	22.34	2.94	4.2951	0.0001	<0.05,S
	ST caste	23.23	1.87			
Infrastructure reasons	SC caste	24.82	1.69	4.7656	0.0001	<0.05,S
	ST caste	24.04	2.33			
Socio-Economic reasons	SC caste	24.61	2.73	0.9027	0.3671	>0.05,NS
	ST caste	24.40	2.82			

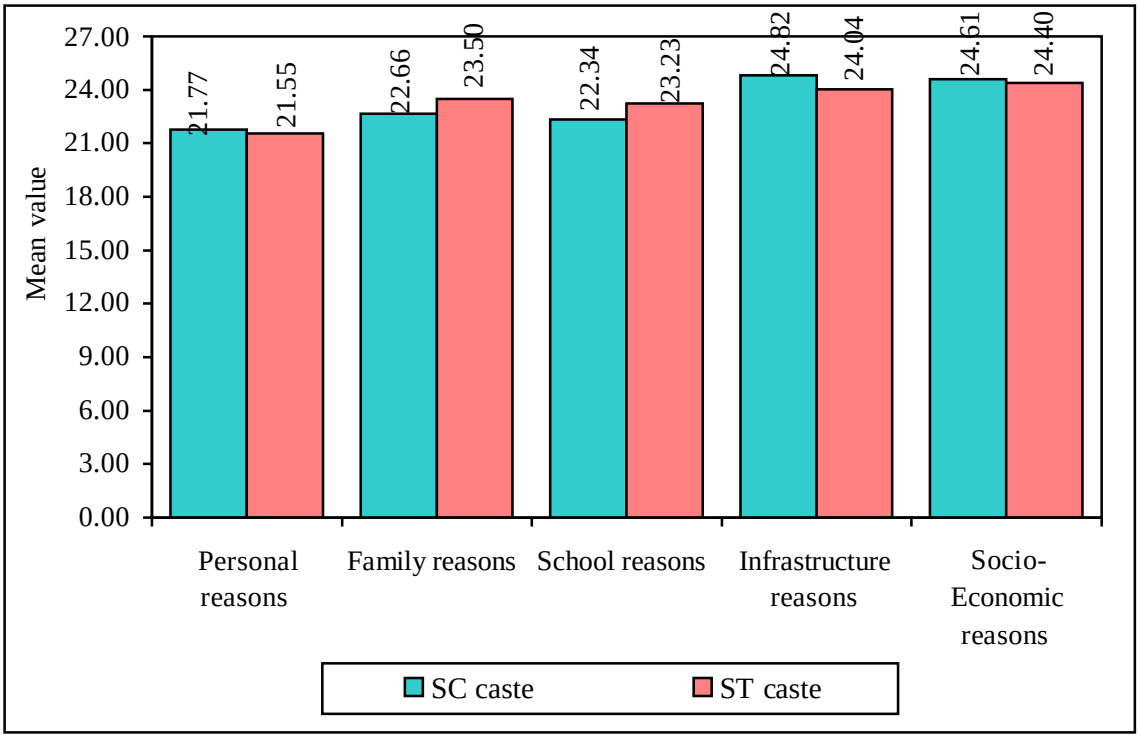
The results of the above table, clearly showed that,

- The calculated value of t i.e. 0.8731, which is lesser than the t tabled value with 598 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is not rejected and alternative hypothesis (H_1) is rejected. Therefore, we concluded that, the mean dropout score due to personal reasons are similar in SC and ST students of primary schools at Hyderabad Karnataka Districts.
- The calculated value of t i.e. 4.3617, which is greater than the t tabled value with 598 i.e. 1.9600 at 0.05 level of significance. Therefore, the

null hypothesis (H_o) is rejected and alternative hypothesis (H_1) is not rejected. Therefore, we concluded that, the mean dropout score due to family reasons is significantly higher in ST students as compared to SC students of primary schools at Hyderabad Karnataka Districts.

- The calculated value of t i.e. 4.2951, which is greater than the t tabled value with 598 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is rejected and alternative hypothesis (H_1) is not rejected. Therefore, we concluded that, the mean dropout score due to school reasons is significantly higher in ST students as compared to SC students of primary schools at Hyderabad Karnataka Districts.
- The calculated value of t i.e. 4.7656, which is greater than the t tabled value with 598 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is rejected and alternative hypothesis (H_1) is not rejected. Therefore, we concluded that, the mean dropout score due to infrastructure reasons is significantly higher in SC students as compared to ST students of primary schools at Hyderabad Karnataka Districts.
- The calculated value of t i.e. 0.9027, which is smaller than the t tabled value with 598 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is not rejected and alternative hypothesis (H_1) is rejected. Therefore, we concluded that, the mean dropout score due to socio-economic reasons is similar in SC and ST students of primary schools at Hyderabad Karnataka Districts. The mean and SD scores of all dimensions scores are also presented in the following figure

Figure-4.2: Comparison between SC and ST students of Hyderabad Karnataka Districts with respect to dimension scores of dropout reasons in primary schools.



Null Hypothesis-3(H_0): No significant difference between SC and ST students of Kalburgi district with respect to total reasons for dropouts and its dimension scores (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) in primary schools of Hyderabad Karnataka.

To test the above H_0, the independent two sample t test was performed and the results are presented in the following table.

Table-4.24: Summery of t test between SC and ST students of Kalburgi district with respect to total reasons for dropouts and its dimension scores in primary schools of Hyderabad Karnataka.

Variables	Castes	Mean	SD	|t| - value	P-value	Signi.
Total reasons for dropouts	Kalburgi SC caste	117.56	6.65	0.1764	0.8603	>0.05,NS
	Kalburgi ST caste	117.35	6.20			
Personal reasons	Kalburgi SC caste	21.98	2.76	1.7270	0.0868	>0.05,NS
	Kalburgi ST caste	21.09	2.88			
Family reasons	Kalburgi SC caste	22.76	2.51	2.2367	0.0272	<0.05,S
	Kalburgi ST caste	23.63	1.53			
School reasons	Kalburgi SC caste	22.21	2.84	2.3612	0.0199	<0.05,S
	Kalburgi ST caste	23.28	1.89			
Infrastructure reasons	Kalburgi SC caste	25.17	1.22	3.1461	0.0021	<0.05,S
	Kalburgi ST caste	24.26	1.92			
Socio-Economic reasons	Kalburgi SC caste	25.44	2.12	0.8748	0.3835	>0.05,NS
	Kalburgi ST caste	25.09	2.21			

The results of the above table, clearly showed that,

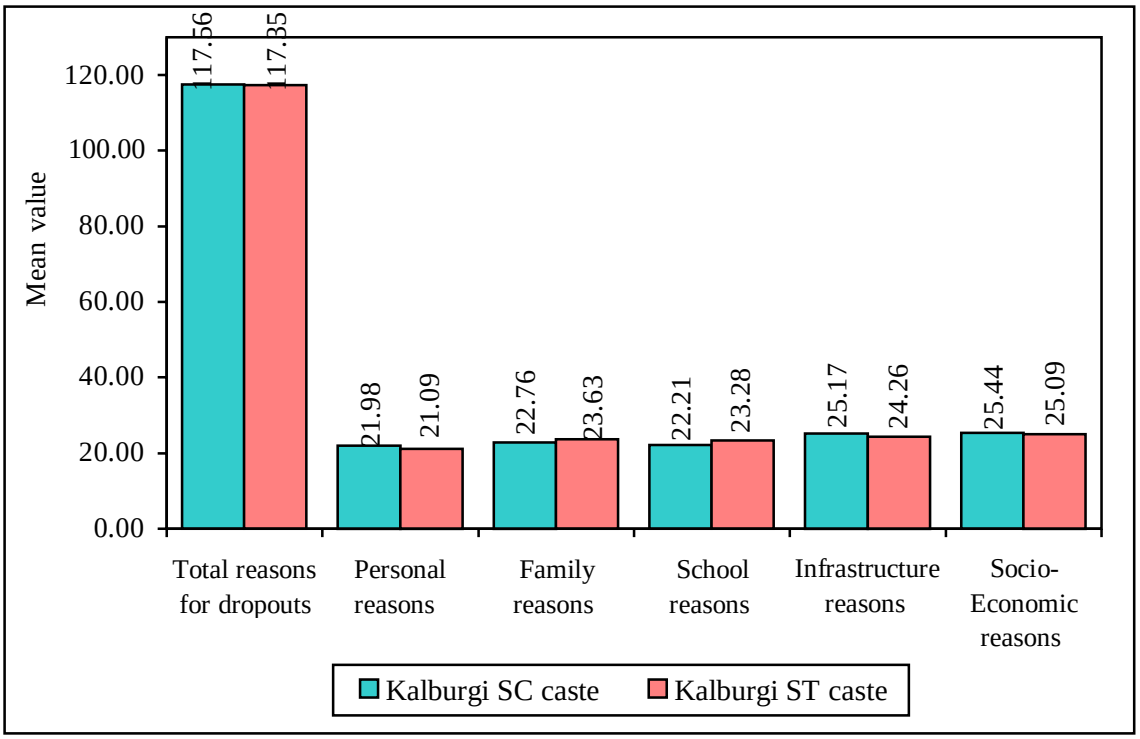
- The calculated value of t i.e. 0.1764, which is lesser than the t tabled value with 118 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is not rejected and alternative hypothesis (H_1) is rejected. Therefore, we concluded that, the mean total dropout scores

due to all reasons are similar in SC and ST students of primary schools in **Kalburgi** district of Hyderabad Karnataka.

- The calculated value of t i.e. 1.7270, which is smaller than the t tabled value with 118 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is not rejected and alternative hypothesis (H_1) is rejected. Therefore, we concluded that, the mean dropout score due to personal reasons is similar in SC and ST students of primary schools in Kalburgi district of Hyderabad Karnataka.
- The calculated value of t i.e. 2.2367, which is greater than the t tabled value with 118 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is rejected and alternative hypothesis (H_1) is not rejected. Therefore, we concluded that, the mean dropout score due to family reasons is significantly higher in ST students as compared to SC students of primary schools in Kalburgi district of Hyderabad Karnataka.
- The calculated value of t i.e. 2.3612, which is greater than the t tabled value with 118 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is rejected and alternative hypothesis (H_1) is not rejected. Therefore, we concluded that, the mean dropout score due to schools reasons is significantly higher in SC students as compared to ST students of primary schools in Kalburgi district of Hyderabad Karnataka.
- The calculated value of t i.e. 3.1461, which is greater than the t tabled value with 118 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is rejected and alternative hypothesis (H_1) is not rejected. Therefore, we concluded that, the mean dropout score due to infrastructure reasons is significantly higher in SC students as compared to ST students of primary schools in Kalburgi district of Hyderabad Karnataka.

- The calculated value of t i.e. 0.8748, which is smaller than the t tabled value with 118 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is not rejected and alternative hypothesis (H_1) is rejected. Therefore, we concluded that, the mean dropout score due to socio-economic reasons is similar in SC and ST students of primary schools in Kalburgi district of Hyderabad Karnataka. The mean and SD scores of all dimensions scores are also presented in the following figure

Figure-4.3: Comparison between SC and ST students of Kalburgi district with respect to total reasons for dropouts and its dimension scores in primary schools of Hyderabad Karnataka.



Null Hypothesis-4 (H_0): No significant difference between SC and ST students of Yadagiri district with respect to total reasons for dropouts and its dimension scores (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) in primary schools of Hyderabad Karnataka.

To test the above H_0, the independent two sample t test was performed and the results are presented in the following table.

Table-4.25: Summery of t test between SC and ST students of Yadagiri district with respect to total reasons for dropouts and its dimension scores in primary schools of Hyderabad Karnataka.

Variables	Castes	Mean	SD	|t| value	P-value	Signi.
Total reasons for dropouts	Yadagiri SC caste	95.27	5.30	1.1180	0.2658	>0.05,NS
	Yadagiri ST caste	96.31	4.79			
Personal reasons	Yadagiri SC caste	21.44	3.09	0.3978	0.6915	>0.05,NS
	Yadagiri ST caste	21.69	3.67			
Family reasons	Yadagiri SC caste	22.70	2.72	2.6705	0.0086	<0.05,S
	Yadagiri ST caste	23.81	1.59			
School reasons	Yadagiri SC caste	22.18	2.96	2.3556	0.0201	<0.05,S
	Yadagiri ST caste	23.28	1.89			
Infrastructure reasons	Yadagiri SC caste	25.03	1.34	2.7068	0.0078	<0.05,S
	Yadagiri ST caste	24.13	2.27			
Socio-Economic reasons	Yadagiri SC caste	25.36	2.41	0.5653	0.5730	>0.05,NS
	Yadagiri ST caste	25.09	2.84			

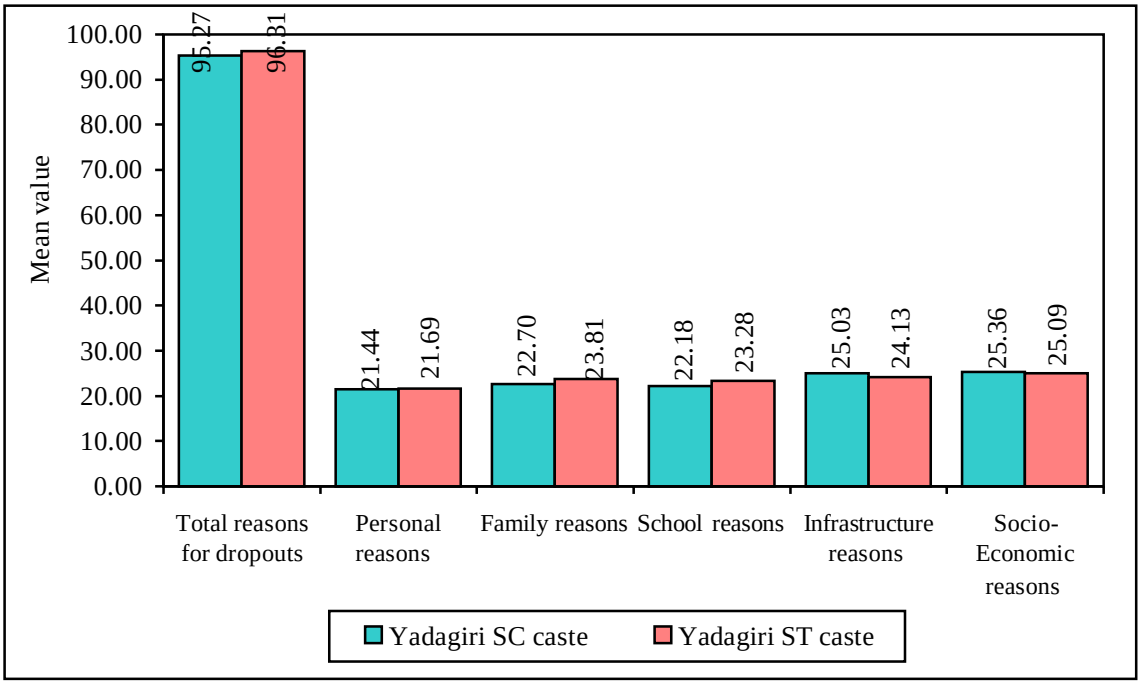
The results of the above table, clearly showed that,

- The calculated value of t i.e. 1.1180, which is lesser than the t tabled value with 118 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is not rejected and alternative hypothesis (H_1) is rejected. Therefore, we concluded that, the mean total dropout scores due to all reasons are similar in SC and ST students of primary schools in Yadagiri district of Hyderabad Karnataka.
- The calculated value of t i.e. 0.3978, which is smaller than the t tabled value with 118 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is not rejected and alternative hypothesis (H_1) is rejected. Therefore, we concluded that, the mean dropout score due to personal reasons is similar in SC and ST students of primary schools in Yadagiri district of Hyderabad Karnataka.
- The calculated value of t i.e. 2.6705, which is greater than the t tabled value with 118 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is rejected and alternative hypothesis (H_1) is not rejected. Therefore, we concluded that, the mean dropout score due to family reasons is significantly higher in ST students as compared to SC students of primary schools in Yadagiri district of Hyderabad Karnataka.
- The calculated value of t i.e. 2.3556, which is greater than the t tabled value with 118 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is rejected and alternative hypothesis (H_1) is not rejected. Therefore, we concluded that, the mean dropout score due to schools reasons is significantly higher in SC students as compared to ST students of primary schools in Yadagiri district of Hyderabad Karnataka.
- The calculated value of t i.e. 2.7068, which is greater than the t tabled value with 118 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is rejected and alternative hypothesis (H_1) is not

rejected. Therefore, we concluded that, the mean dropout score due to infrastructure reasons is significantly higher in SC students as compared to ST students of primary schools in Yadagiri district of Hyderabad Karnataka.

- The calculated value of t i.e. 0.5653, which is smaller than the t tabled value with 118 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is not rejected and alternative hypothesis (H_1) is rejected. Therefore, we concluded that, the mean dropout score due to socio-economic reasons is similar in SC and ST students of primary schools in Yadagiri district of Hyderabad Karnataka. The mean and SD scores of all dimensions scores are also presented in the following figure

Figure-4.4: Comparison between SC and ST students of Yadagiri district with respect to total reasons for dropouts and its dimension scores in primary schools of Hyderabad Karnataka.



Null Hypothesis-5 (H_0): No significant difference between SC and ST students of **Raichur** district with respect to total reasons for dropouts and

its dimension scores (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) in primary schools of Hyderabad Karnataka.

To test the above H_0, the independent two sample t test was performed and the results are presented in the following table.

Table-4.26: Summery of t test between SC and ST students of Raichur district with respect to total reasons for dropouts and its dimension scores in primary schools of Hyderabad Karnataka.

Variables	Castes	Mean	SD	|t| - value	P-value	Signi.
Total reasons for dropouts	Raichur SC caste	94.62	5.03	0.4721	0.6377	>0.05,NS
	Raichur ST caste	95.06	4.99			
Personal reasons	Raichur SC caste	22.02	3.11	0.4213	0.6743	>0.05,NS
	Raichur ST caste	21.78	3.02			
Family reasons	Raichur SC caste	22.74	2.79	1.5576	0.1220	>0.05,NS
	Raichur ST caste	23.44	1.97			
School reasons	Raichur SC caste	22.61	2.92	1.1792	0.2407	>0.05,NS
	Raichur ST caste	23.15	1.87			
Infrastructure reasons	Raichur SC caste	24.73	1.48	1.5236	0.1303	>0.05,NS
	Raichur ST caste	24.20	2.26			
Socio-Economic reasons	Raichur SC caste	24.55	2.33	0.6346	0.5269	>0.05,NS
	Raichur ST caste	24.26	2.61			

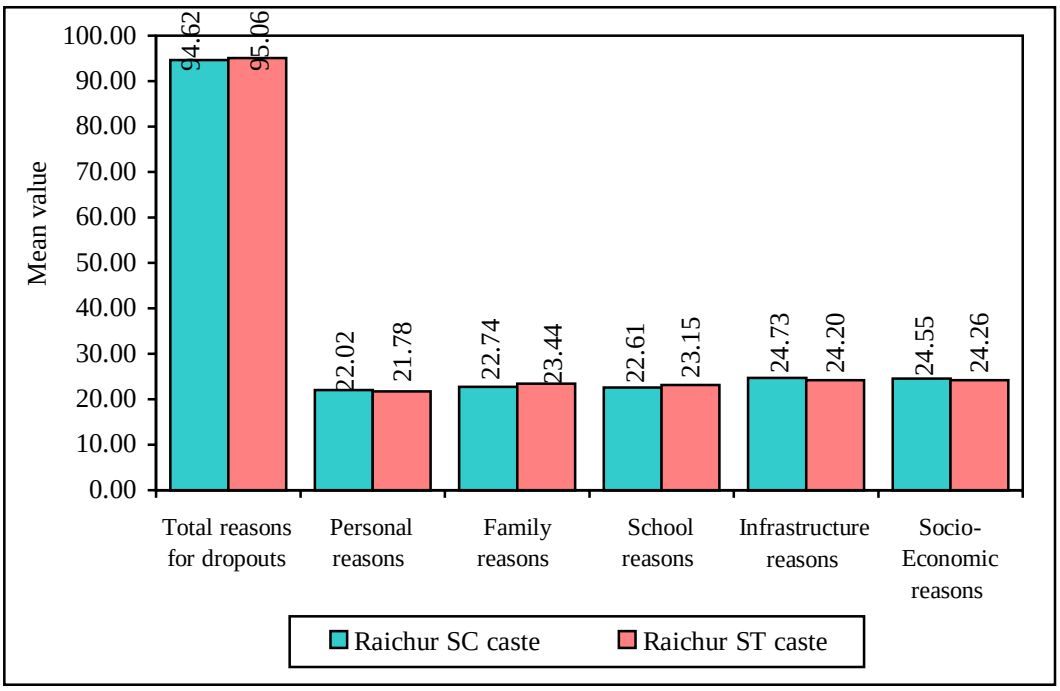
The results of the above table, clearly showed that,

- The calculated value of t i.e. 0.4721, which is lesser than the t tabled value with 118 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is not rejected and alternative hypothesis (H_1) is rejected. Therefore, we concluded that, the mean total dropout scores due to all reasons are similar in SC and ST students of primary schools in Raichur district of Hyderabad Karnataka.
- The calculated value of t i.e. 0.4213, which is smaller than the t tabled value with 118 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is not rejected and alternative hypothesis (H_1) is rejected. Therefore, we concluded that, the mean dropout score due to personal reasons is similar in SC and ST students of primary schools in Raichur district of Hyderabad Karnataka.
- The calculated value of t i.e. 1.5576, which is smaller than the t tabled value with 118 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is not rejected and alternative hypothesis (H_1) is rejected. Therefore, we concluded that, the mean dropout score due to family reasons is similar in SC and ST students of primary schools in Raichur district of Hyderabad Karnataka.
- The calculated value of t i.e. 1.1792, which is smaller than the t tabled value with 118 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is not rejected and alternative hypothesis (H_1) is rejected. Therefore, we concluded that, the mean dropout score due to school reasons is similar in SC and ST students of primary schools in Raichur district of Hyderabad Karnataka.
- The calculated value of t i.e. 1.5236, which is smaller than the t tabled value with 118 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is not rejected and alternative hypothesis (H_1) is rejected. Therefore, we concluded that, the mean dropout score due to

infrastructure reasons is similar in SC and ST students of primary schools in Raichur district of Hyderabad Karnataka.

- The calculated value of t i.e. 0.6346, which is smaller than the t tabled value with 118 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is not rejected and alternative hypothesis (H_1) is rejected. Therefore, we concluded that, the mean dropout score due to socio-economic reasons is similar in SC and ST students of primary schools in Raichur district of Hyderabad Karnataka. The mean and SD scores of all dimensions scores are also presented in the following figure.

Figure-4.5: Comparison between SC and ST students of Raichur district with respect to total reasons for dropouts and its dimension scores in primary schools of Hyderabad Karnataka.



Null Hypothesis-6 (H_0): No significant difference between SC and ST students of Koppal district with respect to total reasons for dropouts and its dimension scores (i.e. personal reason, family reason, school reason,

infrastructure reason and socio-economic reason) in primary schools of Hyderabad Karnataka.

To test the above H_0, the independent two sample t test was performed and the results are presented in the following table.

Table-4.27: Summery of t test between SC and ST students of Koppal district with respect to total reasons for dropouts and its dimension scores in primary schools of Hyderabad Karnataka.

Variables	Castes	Mean	SD	|t| - value	P-value	Signi.
Total reasons for dropouts	Koppal SC caste	94.74	4.62	1.1180	0.2659	>0.05,NS
	Koppal ST caste	95.69	4.57			
Personal reasons	Koppal SC caste	21.85	3.11	0.3042	0.7615	>0.05,NS
	Koppal ST caste	22.04	3.68			
Family reasons	Koppal SC caste	22.70	2.72	2.6705	0.0086	<0.05,S
	Koppal ST caste	23.81	1.59			
School reasons	Koppal SC caste	22.53	2.95	1.6123	0.1096	>0.05,NS
	Koppal ST caste	23.28	1.89			
Infrastructure reasons	Koppal SC caste	25.08	1.30	3.0170	0.0031	<0.05,S
	Koppal ST caste	24.07	2.28			
Socio-Economic reasons	Koppal SC caste	24.44	2.82	0.1528	0.8788	>0.05,NS
	Koppal ST caste	24.52	2.82			

The results of the above table, clearly showed that,

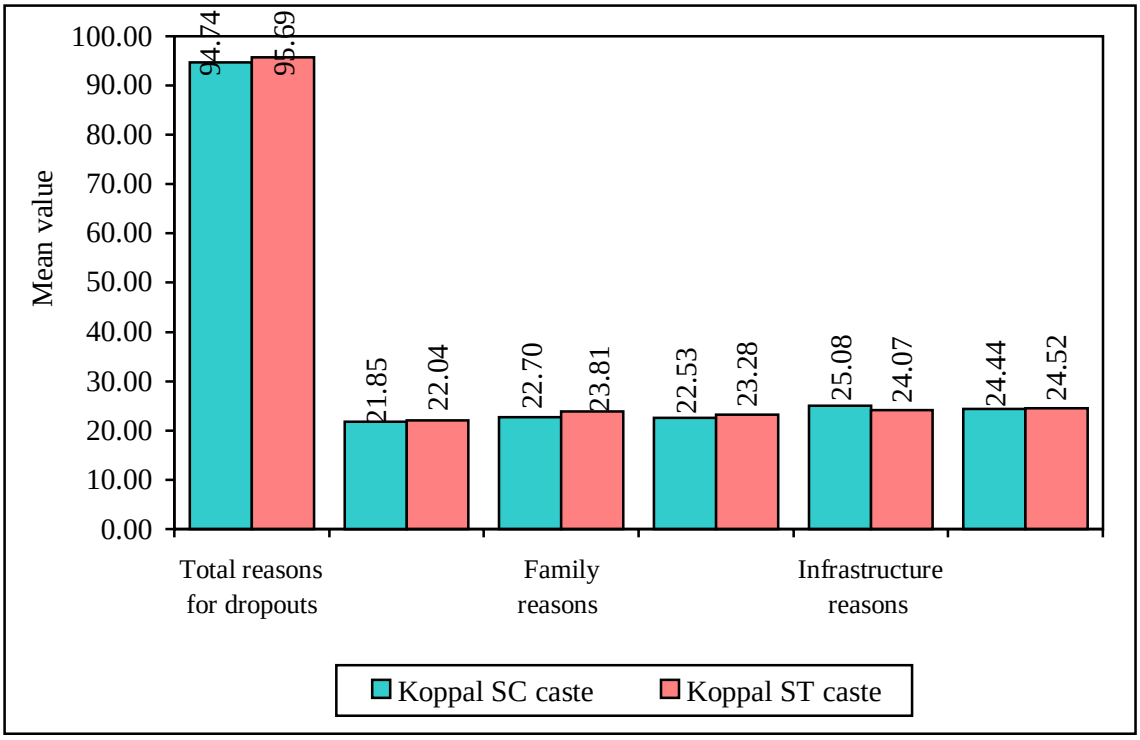
- The calculated value of t i.e. 1.1180, which is lesser than the t tabled value with 118 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is not rejected and alternative hypothesis (H_1) is

rejected. Therefore, we concluded that, the mean total dropout scores due to all reasons are similar in SC and ST students of primary schools in Koppal district of Hyderabad Karnataka.

- The calculated value of t i.e. 0.3042, which is smaller than the t tabled value with 0.3042 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is not rejected and alternative hypothesis (H_1) is rejected. Therefore, we concluded that, the mean dropout score due to personal reasons is similar in SC and ST students of primary schools in Koppal district of Hyderabad Karnataka.
- The calculated value of t i.e. 2.6705, which is greater than the t tabled value with 2.6705 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is rejected and alternative hypothesis (H_1) is not rejected. Therefore, we concluded that, the mean dropout score due to family reasons is significantly higher in ST students as compared to SC students of primary schools in Koppal district of Hyderabad Karnataka.
- The calculated value of t i.e. 1.6123, which is smaller than the t tabled value with 1.6123 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is not rejected and alternative hypothesis (H_1) is rejected. Therefore, we concluded that, the mean dropout score due to schools reasons is similar in SC and ST students of primary schools in Koppal district of Hyderabad Karnataka.
- The calculated value of t i.e. 3.0170, which is greater than the t tabled value with 3.0170i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is rejected and alternative hypothesis (H_1) is not rejected. Therefore, we concluded that, the mean dropout score due to infrastructure reasons is significantly higher in SC students as compared to ST students of primary schools in Koppal district of Hyderabad Karnataka.

- The calculated value of t i.e. 0.1528, which is smaller than the t tabled value with 118 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is not rejected and alternative hypothesis (H_1) is rejected. Therefore, we concluded that, the mean dropout score due to socio-economic reasons is similar in SC and ST students of primary schools in Koppal district of Hyderabad Karnataka. The mean and SD scores of all dimensions scores are also presented in the following figure

Figure-4.6: Comparison between SC and ST students of Koppal district with respect to total reasons for dropouts and its dimension scores in primary schools of Hyderabad Karnataka.



Null Hypothesis-7 (H_0): No significant difference between SC and ST students of **Bidar** district with respect to total reasons for dropouts and its dimension scores (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) in primary schools of Hyderabad Karnataka.

To test the above H_0, the independent two sample t test was performed and the results are presented in the following table.

Table-4.28: Summery of t test between SC and ST students of Bidar district with respect to total reasons for dropouts and its dimension scores in primary schools of Hyderabad Karnataka.

Variables	Castes	Mean	SD	|t| - value	P-value	Signi.
Total reasons for dropouts	Bidar SC caste	91.94	6.96	0.4914	0.6240	>0.05,NS
	Bidar ST caste	92.56	6.67			
Personal reasons	Bidar SC caste	21.58	3.01	0.7671	0.4445	>0.05,NS
	Bidar ST caste	21.15	3.07			
Family reasons	Bidar SC caste	22.39	2.96	0.8670	0.3877	>0.05,NS
	Bidar ST caste	22.81	2.20			
School reasons	Bidar SC caste	22.17	3.09	2.0492	0.0427	<0.05,S
	Bidar ST caste	23.15	1.87			
Infrastructure reasons	Bidar SC caste	24.12	2.56	1.1831	0.2392	>0.05,NS
	Bidar ST caste	23.54	2.85			
Socio-Economic reasons	Bidar SC caste	23.26	3.30	0.3408	0.7339	>0.05,NS
	Bidar ST caste	23.06	3.15			

The results of the above table, clearly showed that,

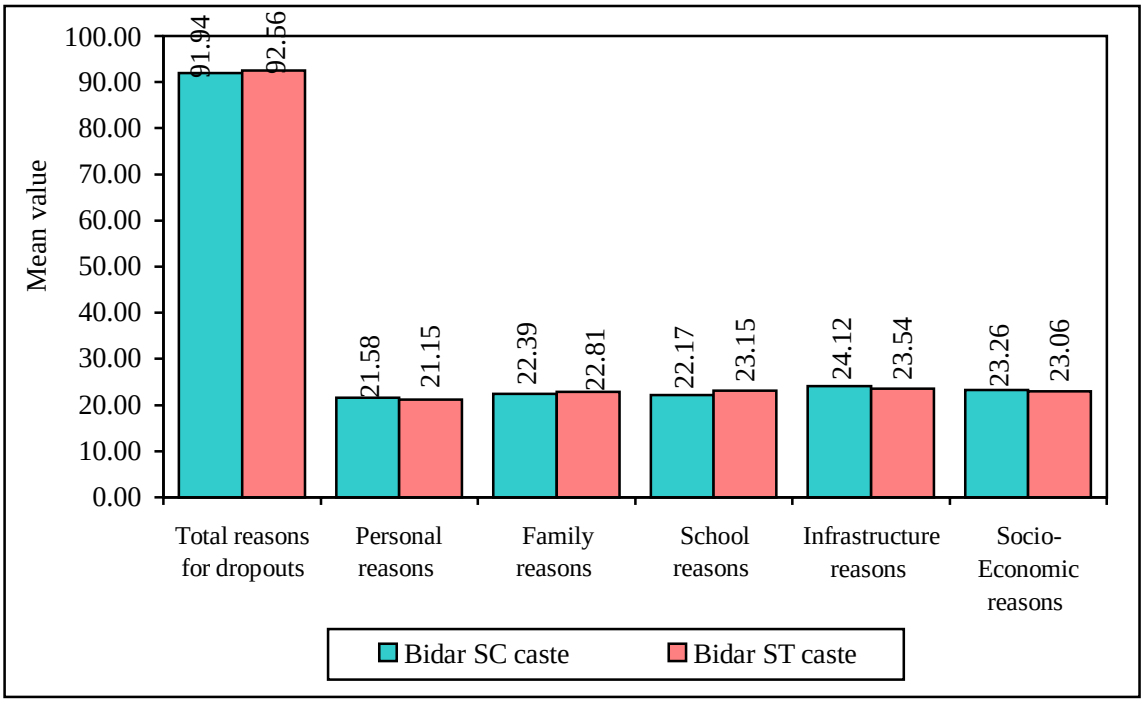
- The calculated value of t i.e. 0.4914, which is lesser than the t tabled value with 118 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is not rejected and alternative hypothesis (H_1) is rejected. Therefore, we concluded that, the mean total dropout scores

due to all reasons are similar in SC and ST students of primary schools in Bidar district of Hyderabad Karnataka.

- The calculated value of t i.e. 0.7671, which is smaller than the t tabled value with 118 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is not rejected and alternative hypothesis (H_1) is rejected. Therefore, we concluded that, the mean dropout score due to personal reasons is similar in SC and ST students of primary schools in Bidar district of Hyderabad Karnataka.
- The calculated value of t i.e. 0.8670, which is smaller than the t tabled value with 118 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is not rejected and alternative hypothesis (H_1) is rejected. Therefore, we concluded that, the mean dropout score due to family reasons is similar in SC and ST students of primary schools in Bidar district of Hyderabad Karnataka.
- The calculated value of t i.e. 2.0492, which is greater than the t tabled value with 118 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is rejected and alternative hypothesis (H_1) is not rejected. Therefore, we concluded that, the mean dropout score due to schools reasons is significantly higher in SC students as compared to ST students of primary schools in Bidar district of Hyderabad Karnataka.
- The calculated value of t i.e. 1.1831, which is smaller than the t tabled value with 118 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is not rejected and alternative hypothesis (H_1) is rejected. Therefore, we concluded that, the mean dropout score due to infrastructure reasons is simialr in SC students and ST students of primary schools in Bidar district of Hyderabad Karnataka.
- The calculated value of t i.e. 0.3408, which is smaller than the t tabled value with 118 i.e. 1.9600 at 0.05 level of significance. Therefore, the

null hypothesis (H_o) is not rejected and alternative hypothesis (H_1) is rejected. Therefore, we concluded that, the mean dropout score due to socio-economic reasons is similar in SC and ST students of primary schools in Bidar district of Hyderabad Karnataka. The mean and SD scores of all dimensions scores are also presented in the following figure

Figure-4.7: Comparison between SC and ST students of Bidar district with respect to total reasons for dropouts and its dimension scores in primary schools of Hyderabad Karnataka.



Null Hypothesis-8 (H_0): No significant difference between rural SC and rural ST students with respect to total reasons for dropouts and its dimension scores (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) in primary schools of Hyderabad Karnataka.

To test the above H_0, the independent two sample t test was performed and the results are presented in the following table.

Table4-29: Summery of t test between rural SC and rural ST students with respect to total reasons for dropouts and its dimension scores in primary schools of Hyderabad Karnataka.

Variables	Castes	Mean	SD	|t| - value	P-value	Signi.
Total reasons for dropouts	Rural SC caste	99.42	11.39	1.4450	0.1495	>0.05,NS
	Rural ST caste	101.25	10.35			
Personal reasons	Rural SC caste	22.08	3.44	0.0643	0.9487	>0.05,NS
	Rural ST caste	22.10	3.20			
Family reasons	Rural SC caste	22.66	2.75	4.0257	0.0001	<0.05,S
	Rural ST caste	23.74	1.63			
School reasons	Rural SC caste	22.46	3.06	4.1880	0.0001	<0.05,S
	Rural ST caste	23.71	1.80			
Infrastructure reasons	Rural SC caste	25.05	1.33	2.2078	0.0280	<0.05,S
	Rural ST caste	24.64	1.88			
Socio-Economic reasons	Rural SC caste	24.75	2.62	0.1685	0.8663	>0.05,NS
	Rural ST caste	24.80	2.99			

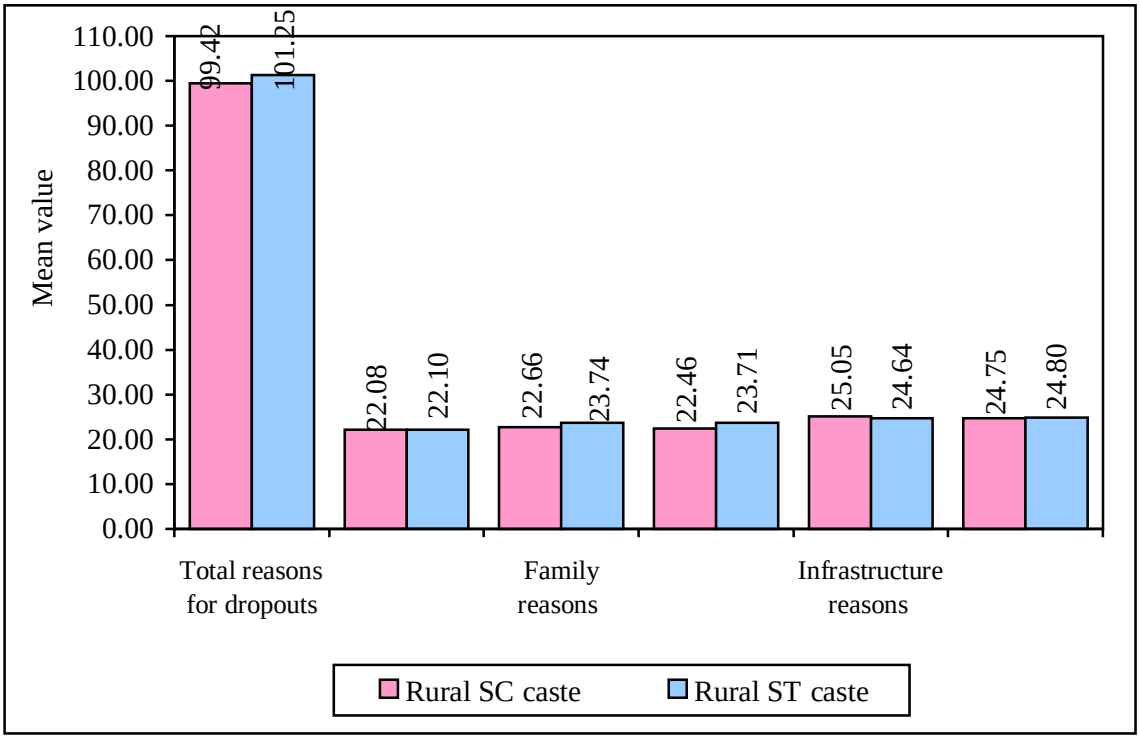
The results of the above table, clearly showed that,

- The calculated value of t i.e. 1.4450, which is lesser than the t tabled value with 298 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is not rejected and alternative hypothesis (H_1) is rejected. Therefore, we concluded that, the mean total dropout scores due to all reasons are similar in SC and ST students of rural primary schools of Hyderabad Karnataka.

- The calculated value of t i.e. 0.0643, which is smaller than the t tabled value with 298 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is not rejected and alternative hypothesis (H_1) is rejected. Therefore, we concluded that, the mean dropout score due to personal reasons is similar in SC and ST students of rural primary schools of Hyderabad Karnataka.
- The calculated value of t i.e. 4.0257, which is greater than the t tabled value with 298 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is rejected and alternative hypothesis (H_1) is not rejected. Therefore, we concluded that, the mean dropout score due to family reasons is significantly higher in ST students of rural primary schools as compared to SC students of rural primary schools of Hyderabad Karnataka.
- The calculated value of t i.e. 4.1880, which is greater than the t tabled value with 298 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is rejected and alternative hypothesis (H_1) is not rejected. Therefore, we concluded that, the mean dropout score due to schools reasons is significantly higher in SC students of rural primary schools as compared to ST students of rural primary schools of Hyderabad Karnataka.
- The calculated value of t i.e. 2.2078, which is greater than the t tabled value with 298 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is rejected and alternative hypothesis (H_1) is not rejected. Therefore, we concluded that, the mean dropout score due to infrastructure reasons is significantly higher in SC students as compared to ST students of rural primary schools of Hyderabad Karnataka.
- The calculated value of t i.e. 0.1685, which is smaller than the t tabled value with 298 i.e. 1.9600 at 0.05 level of significance. Therefore, the

null hypothesis (H_o) is not rejected and alternative hypothesis (H_1) is rejected. Therefore, we concluded that, the mean dropout score due to socio-economic reasons is similar in SC and ST students of rural primary schools of Hyderabad Karnataka. The mean and SD scores of all dimensions scores are also presented in the following figure

Figure-4.8: Comparison between rural SC and rural ST students with respect to total reasons for dropouts and its dimension scores in primary schools of Hyderabad Karnataka.



Null Hypothesis-9 (H_0): No significant difference between urban SC and urban ST students with respect to total reasons for dropouts and its dimension scores (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) in primary schools of Hyderabad Karnataka.

To test the above H_0, the independent two sample t test was performed and the results are presented in the following table.

Table-4.30: Summery of t test between urban SC and urban ST students with respect to total reasons for dropouts and its dimension scores in primary schools of Hyderabad Karnataka.

Variables	Castes	Mean	SD	|t| - value	P-value	Signi.
Total reasons for dropouts	Urban SC caste	98.24	10.73	0.5684	0.5702	>0.05,NS
	Urban ST caste	97.53	10.56			
Personal reasons	Urban SC caste	21.47	2.48	1.4270	0.1546	>0.05,NS
	Urban ST caste	20.99	3.27			
Family reasons	Urban SC caste	22.65	2.72	2.1868	0.0295	<0.05,S
	Urban ST caste	23.27	1.97			
School reasons	Urban SC caste	22.22	2.82	1.9123	0.0500	<0.05,S
	Urban ST caste	22.74	1.81			
Infrastructure reasons	Urban SC caste	24.59	1.97	4.4125	0.0001	<0.05,S
	Urban ST caste	23.44	2.57			
Socio-Economic reasons	Urban SC caste	24.47	2.84	1.4657	0.1438	>0.05,NS
	Urban ST caste	24.01	2.60			

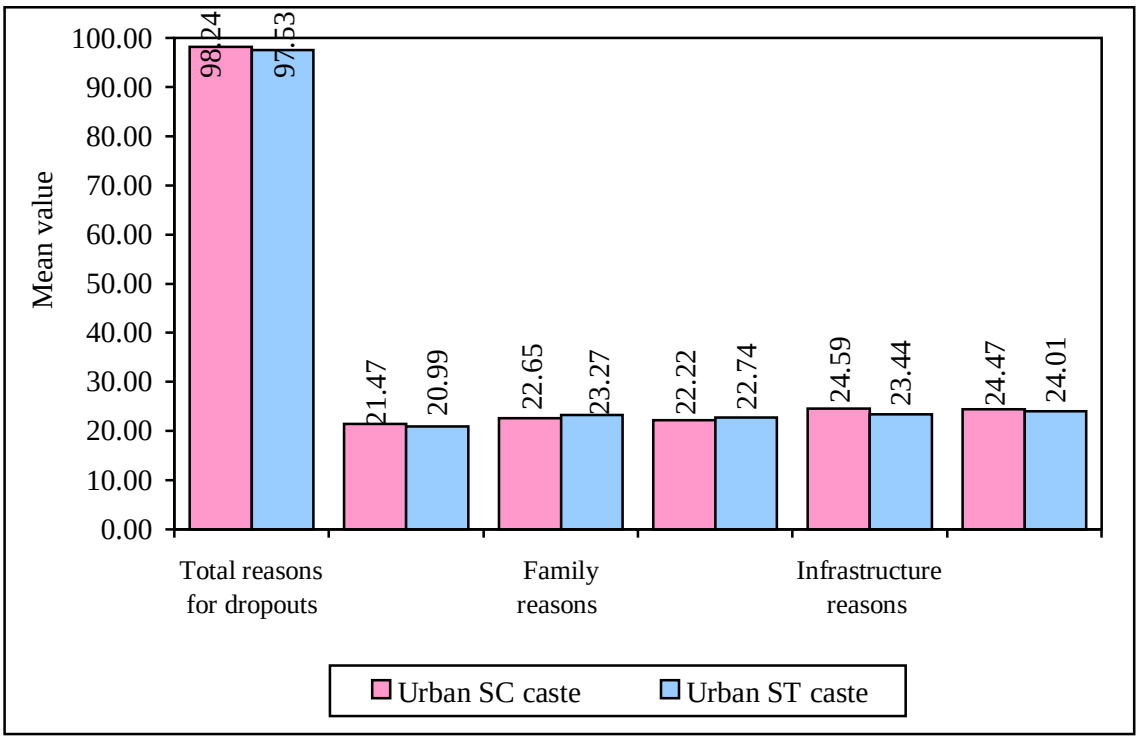
The results of the above table, clearly showed that,

- The calculated value of t i.e. 0.5684, which is lesser than the t tabled value with 298 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is not rejected and alternative hypothesis (H_1) is rejected. Therefore, we concluded that, the mean total dropout scores due to all reasons are similar in SC and ST students of urban primary schools of Hyderabad Karnataka.
- The calculated value of t i.e. 1.4270, which is smaller than the t tabled value with 298 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is not rejected and alternative hypothesis (H_1) is rejected. Therefore, we concluded that, the mean dropout score due to personal reasons is similar in SC and ST students of urban primary schools of Hyderabad Karnataka.
- The calculated value of t i.e. 2.1868, which is greater than the t tabled value with 298 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is rejected and alternative hypothesis (H_1) is not rejected. Therefore, we concluded that, the mean dropout score due to family reasons is significantly higher in ST students of urban primary schools as compared to SC students of urban primary schools of Hyderabad Karnataka.
- The calculated value of t i.e. 1.9123, which is greater than the t tabled value with 298 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is not rejected and alternative hypothesis (H_1) is rejected. Therefore, we concluded that, the mean dropout score due to schools reasons is similar in SC students and ST students of urban primary schools of Hyderabad Karnataka.
- The calculated value of t i.e. 4.4125, which is greater than the t tabled value with 298 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is rejected and alternative hypothesis (H_1) is not rejected. Therefore, we concluded that, the mean dropout score due to

infrastructure reasons is significantly higher in SC students as compared to ST students of urban primary schools of Hyderabad Karnataka.

- The calculated value of t i.e. 1.4657, which is smaller than the t tabled value with 298 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is not rejected and alternative hypothesis (H_1) is rejected. Therefore, we concluded that, the mean dropout score due to socio-economic reasons is similar in SC and ST students of urban primary schools of Hyderabad Karnataka. The mean and SD scores of all dimensions scores are also presented in the following figure

Figure-4.9: Comparison between urban SC and urban ST students with respect to total reasons for dropouts and its dimension scores in primary schools of Hyderabad Karnataka.



Null Hypothesis-10 (H_0): No significant difference between govt. SC and govt. ST students with respect to total reasons for dropouts and its dimension scores (i.e. personal reason, family reason, school reason,

infrastructure reason and socio-economic reason) in primary schools of Hyderabad Karnataka.

To test the above H_0, the independent two sample t test was performed and the results are presented in the following table.

Table-4.31: Summery of t test between govt. SC and govt. ST students with respect to total reasons for dropouts and its dimension scores in primary schools of Hyderabad Karnataka.

Variables	Castes	Mean	SD	|t| - value	P-value	Signi.
Total reasons for dropouts	Govt. SC caste	99.01	10.59	0.7855	0.4331	>0.05,NS
	Govt. ST caste	100.16	9.86			
Personal reasons	Govt. SC caste	21.89	2.83	1.1285	0.2605	>0.05,NS
	Govt.ST caste	22.34	2.83			
Family reasons	Govt. SC caste	22.83	2.59	1.7661	0.0789	>0.05,NS
	Govt. ST caste	23.39	1.71			
School reasons	Govt. SC caste	22.15	2.78	3.9657	0.0001	<0.05,S
	Govt. ST caste	23.51	1.84			
Infrastructure reasons	Govt. SC caste	24.71	1.63	3.0577	0.0025	<0.05,S
	Govt. ST caste	23.98	1.74			
Socio-Economic reasons	Govt. SC caste	24.89	2.03	-0.3065	0.7596	>0.05,NS
	Govt. ST caste	24.99	2.49			

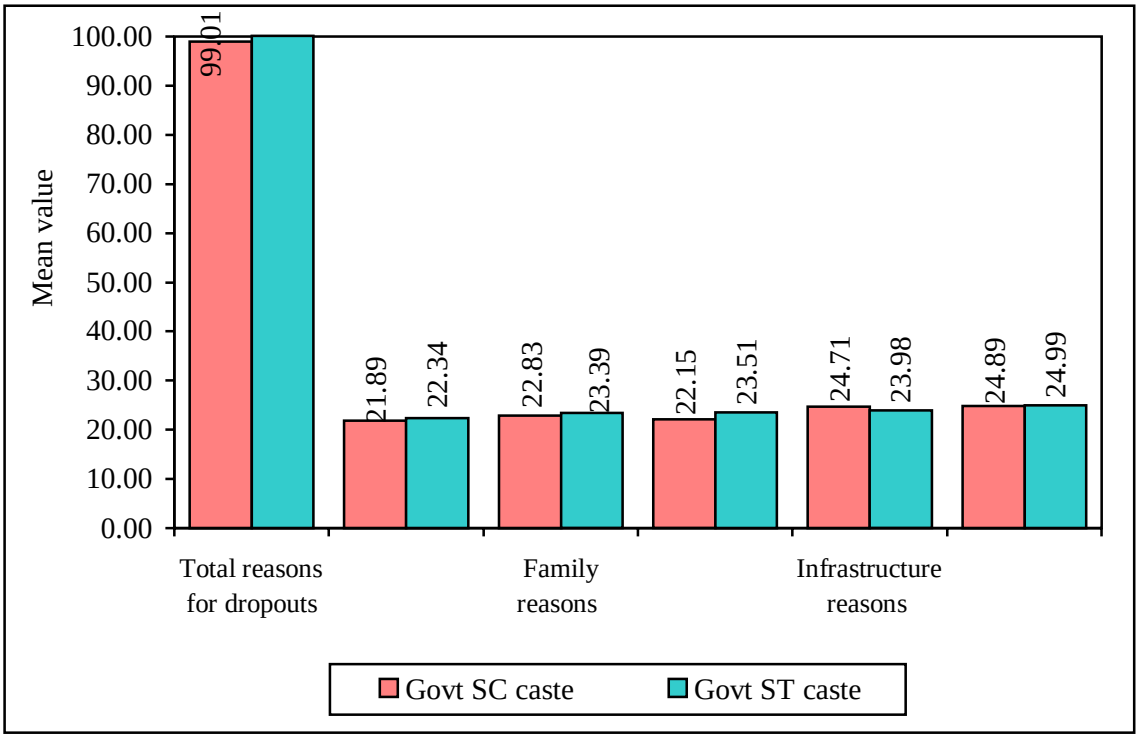
The results of the above table, clearly showed that,

- The calculated value of t i.e. 0.7855, which is lesser than the t tabled value with 988 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is not rejected and alternative hypothesis (H_1) is rejected. Therefore, we concluded that, the mean total dropout scores due to all reasons are similar in SC and ST students of government primary schools of Hyderabad Karnataka.
- The calculated value of t i.e. 1.1285, which is smaller than the t tabled value with 198 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is not rejected and alternative hypothesis (H_1) is rejected. Therefore, we concluded that, the mean dropout score due to personal reasons is similar in SC and ST students of government primary schools of Hyderabad Karnataka.
- The calculated value of t i.e. 1.7661, which is smaller than the t tabled value with 198 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is not rejected and alternative hypothesis (H_1) is rejected. Therefore, we concluded that, the mean dropout score due to family reasons is similar in ST students and SC students of government primary schools of Hyderabad Karnataka.
- The calculated value of t i.e. 3.9657, which is greater than the t tabled value with 198 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is rejected and alternative hypothesis (H_1) is not rejected. Therefore, we concluded that, the mean dropout score due to schools reasons is significantly higher in ST students as compared to SC students of government primary schools of Hyderabad Karnataka.
- The calculated value of t i.e. 3.0577, which is greater than the t tabled value with 198 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is rejected and alternative hypothesis (H_1) is not rejected. Therefore, we concluded that, the mean dropout score due to infrastructure reasons is significantly higher in SC students as

compared to ST students of government primary schools of Hyderabad Karnataka.

- The calculated value of t i.e. 0.3065, which is smaller than the t tabled value with 198 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is not rejected and alternative hypothesis (H_1) is rejected. Therefore, we concluded that, the mean dropout score due to socio-economic reasons is similar in SC and ST students of government primary schools of Hyderabad Karnataka. The mean and SD scores of all dimensions scores are also presented in the following figure

Figure-4.10: Comparison between government SC and government ST students with respect to total reasons for dropouts and its dimension scores in primary schools of Hyderabad Karnataka.



Null Hypothesis-11 (H_0): No significant difference between aided SC and aided ST students with respect to total reasons for dropouts and its dimension scores (i.e. personal reason, family reason, school reason,

infrastructure reason and socio-economic reason) in primary schools of Hyderabad Karnataka.

To test the above H_0, the independent two sample t test was performed and the results are presented in the following table.

Table-4.32: Summery of t test between aided SC and aided ST students with respect to total reasons for dropouts and its dimension scores in primary schools of Hyderabad Karnataka.

Variables	Castes	Mean	SD	|t| - value	P-value	Signi.
Total reasons for dropouts	Aided SC caste	100.54	11.58	0.0468	0.9627	>0.05,NS
	Aided ST caste	100.61	10.82			
Personal reasons	Aided SC caste	21.67	3.12	0.0597	0.9524	>0.05,NS
	Aided ST caste	21.64	3.57			
Family reasons	Aided SC caste	23.07	2.41	2.9594	0.0035	<0.05,S
	Aided ST caste	23.97	1.71			
School reasons	Aided SC caste	23.00	3.12	0.9111	0.3634	>0.05,NS
	Aided ST caste	23.33	1.68			
Infrastructure reasons	Aided SC caste	24.93	1.81	1.1236	0.2625	>0.05,NS
	Aided ST caste	24.57	2.71			
Socio-Economic reasons	Aided SC caste	25.03	2.61	1.5033	0.1343	>0.05,NS
	Aided ST caste	24.44	2.87			

The results of the above table, clearly showed that,

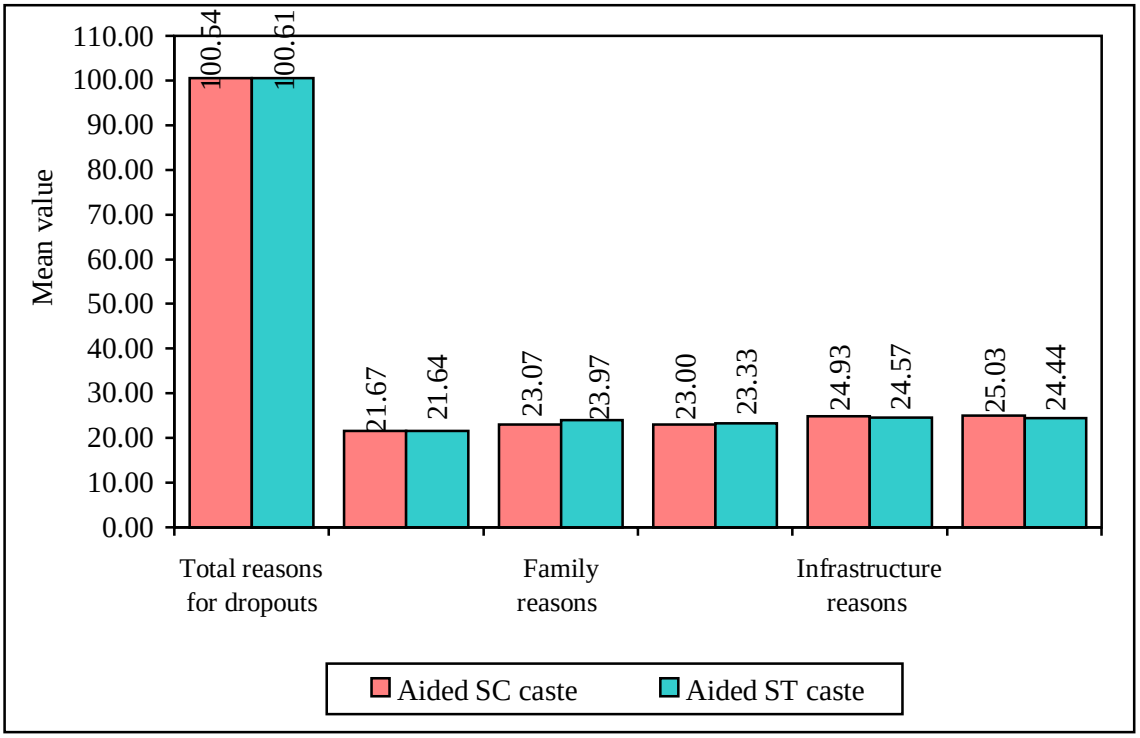
- The calculated value of t i.e. 0.0468, which is lesser than the t tabled value with 198 i.e. 1.9600 at 0.05 level of significance. Therefore, the

null hypothesis (H_o) is not rejected and alternative hypothesis (H_1) is rejected. Therefore, we concluded that, the mean total dropout scores due to all reasons are similar in SC and ST students of aided primary schools of Hyderabad Karnataka.

- The calculated value of t i.e. 0.0597, which is smaller than the t tabled value with 198 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is not rejected and alternative hypothesis (H_1) is rejected. Therefore, we concluded that, the mean dropout score due to personal reasons is similar in SC and ST students of aided primary schools of Hyderabad Karnataka.
- The calculated value of t i.e. 2.9594, which is greater than the t tabled value with 198 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is rejected and alternative hypothesis (H_1) is not rejected. Therefore, we concluded that, the mean dropout score due to family reasons is significantly higher in ST students as compared to SC students of aided primary schools of Hyderabad Karnataka.
- The calculated value of t i.e. 0.9111, which is greater than the t tabled value with 198 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is not rejected and alternative hypothesis (H_1) is rejected. Therefore, we concluded that, the mean dropout score due to schools reasons is similar in SC students and ST students of aided primary schools of Hyderabad Karnataka.
- The calculated value of t i.e. 1.1236, which is greater than the t tabled value with 198 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is not rejected and alternative hypothesis (H_1) is rejected. Therefore, we concluded that, the mean dropout score due to infrastructure reasons is similar in SC students and ST students of aided primary schools of Hyderabad Karnataka.

- The calculated value of t i.e. 1.5033, which is smaller than the t tabled value with 198 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is not rejected and alternative hypothesis (H_1) is rejected. Therefore, we concluded that, the mean dropout score due to socio-economic reasons is similar in SC and ST students of aided primary schools of Hyderabad Karnataka. The mean and SD scores of all dimensions scores are also presented in the following figure

Figure-4.11: Comparison between aided SC and aided ST students with respect to total reasons for dropouts and its dimension scores in primary schools of Hyderabad Karnataka.



Null Hypothesis-12 (H_0): No significant difference between unaided SC and unaided ST students with respect to total reasons for dropouts and its dimension scores (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) in primary schools of Hyderabad Karnataka.

To test the above H_0, the independent two sample t test was performed and the results are presented in the following table.

Table-4.33: Summery of t test between unaided SC and unaided ST students with respect to total reasons for dropouts and its dimension scores in primary schools of Hyderabad Karnataka.

Variables	Castes	Mean	SD	|t| - value	P-value	Signi.
Total reasons for dropouts	Unaided SC caste	96.94	10.80	0.3076	0.7587	>0.05,NS
	Unaided ST caste	97.41	10.93			
Personal reasons	Unaided SC caste	21.75	3.10	2.4559	0.0149	<0.05,S
	Unaided ST caste	20.66	3.21			
Family reasons	Unaided SC caste	22.07	3.07	2.9013	0.0041	<0.05,S
	Unaided ST caste	23.16	1.95			
School reasons	Unaided SC caste	21.86	2.81	2.7423	0.0067	<0.05,S
	Unaided ST caste	22.83	2.02			
Infrastructure reasons	Unaided SC caste	24.84	1.63	4.4528	0.0001	<0.05,S
	Unaided ST caste	23.58	2.35			
Socio-Economic reasons	Unaided SC caste	23.91	3.29	0.2925	0.7702	>0.05,NS
	Unaided ST caste	23.78	2.99			

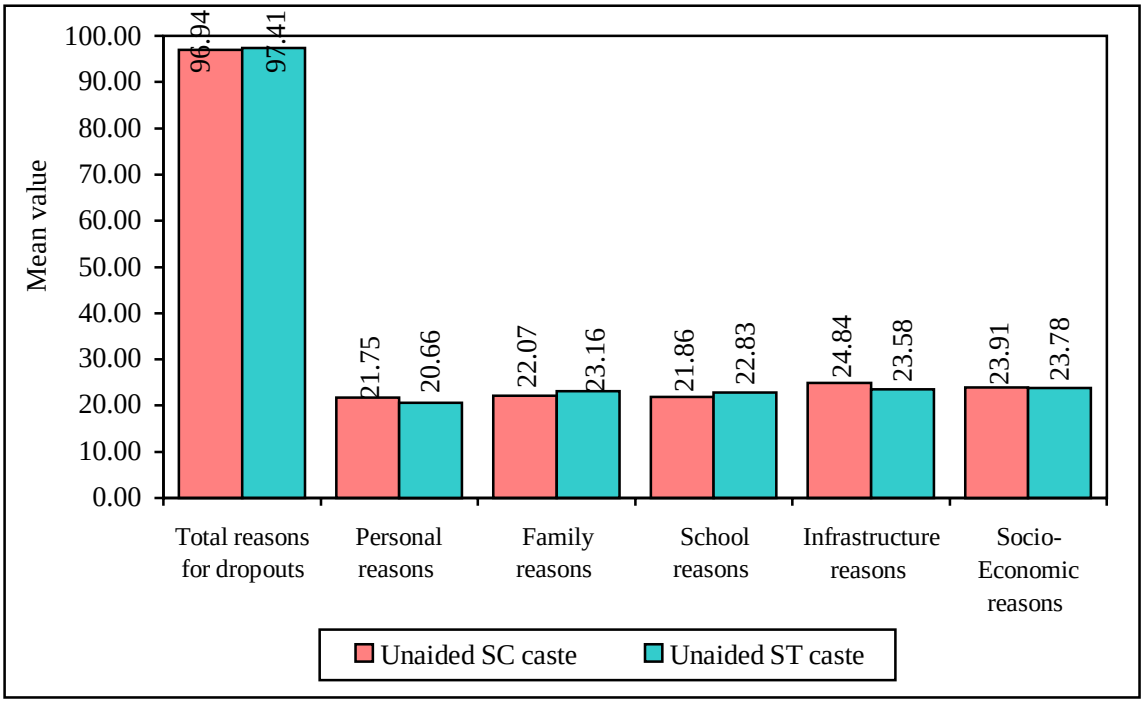
The results of the above table, clearly showed that,

- The calculated value of t i.e. 0.3076, which is lesser than the t tabled value with 198 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is not rejected and alternative hypothesis (H_1) is rejected. Therefore, we concluded that, the mean total dropout scores due to all reasons are similar in SC and ST students of unaided primary schools of Hyderabad Karnataka.
- The calculated value of t i.e. 2.4559, which is smaller than the t tabled value with 198 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is rejected and alternative hypothesis (H_1) is not rejected. Therefore, we concluded that, the mean dropout score due to personal reasons is different in SC and ST students of unaided primary schools of Hyderabad Karnataka.
- The calculated value of t i.e. 2.9013, which is greater than the t tabled value with 198 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is rejected and alternative hypothesis (H_1) is not rejected. Therefore, we concluded that, the mean dropout score due to family reasons is significantly higher in ST students as compared to SC students of unaided primary schools of Hyderabad Karnataka.
- The calculated value of t i.e. 2.7423, which is greater than the t tabled value with 198 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is rejected and alternative hypothesis (H_1) is not rejected. Therefore, we concluded that, the mean dropout score due to schools reasons is significantly higher in ST students as compared to SC students of unaided primary schools of Hyderabad Karnataka.
- The calculated value of t i.e. 4.4528, which is greater than the t tabled value with 118 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is rejected and alternative hypothesis (H_1) is not rejected. Therefore, we concluded that, the mean dropout score due to infrastructure reasons is significantly higher in SC students as

compared to ST students of unaided primary schools of Hyderabad Karnataka.

- The calculated value of t i.e. 0.2925, which is smaller than the t tabled value with 118 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is not rejected and alternative hypothesis (H_1) is rejected. Therefore, we concluded that, the mean dropout score due to socio-economic reasons is similar in SC and ST students of unaided primary schools of Hyderabad Karnataka. The mean and SD scores of all dimensions scores are also presented in the following figure

Figure-4.12: Comparison between unaided SC and unaided ST students with respect to total reasons for dropouts and its dimension scores in primary schools of Hyderabad Karnataka.



Null Hypothesis-13 (H_0): No significant difference between male SC and male ST students with respect to total reasons for dropouts and its dimension scores (i.e. personal reason, family reason, school reason,

infrastructure reason and socio-economic reason) in primary schools of Hyderabad Karnataka.

To test the above H_0, the independent two sample t test was performed and the results are presented in the following table.

Table-4.34: Summery of t test between male SC and male ST students with respect to total reasons for dropouts and its dimension scores in primary schools of Hyderabad Karnataka.

Variables	Castes	Mean	SD	|t| - value	P-value	Signi.
Total reasons for dropouts	Male SC caste	98.23	10.21	1.5494	0.1224	>0.05,NS
	Male ST caste	100.16	10.73			
Personal reasons	Male SC caste	21.56	2.90	0.0080	0.9936	>0.05,NS
	Male ST caste	21.56	2.95			
Family reasons	Male SC caste	22.13	2.93	5.4017	0.0001	<0.05,S
	Male ST caste	23.63	1.91			
School reasons	Male SC caste	22.84	2.88	1.5572	0.1205	>0.05,NS
	Male ST caste	23.26	1.79			
Infrastructure reasons	Male SC caste	24.45	0.83	0.8417	0.4006	>0.05,NS
	Male ST caste	24.26	2.36			
Socio-Economic reasons	Male SC caste	24.61	2.96	0.1067	0.9151	>0.05,NS
	Male ST caste	24.64	2.81			

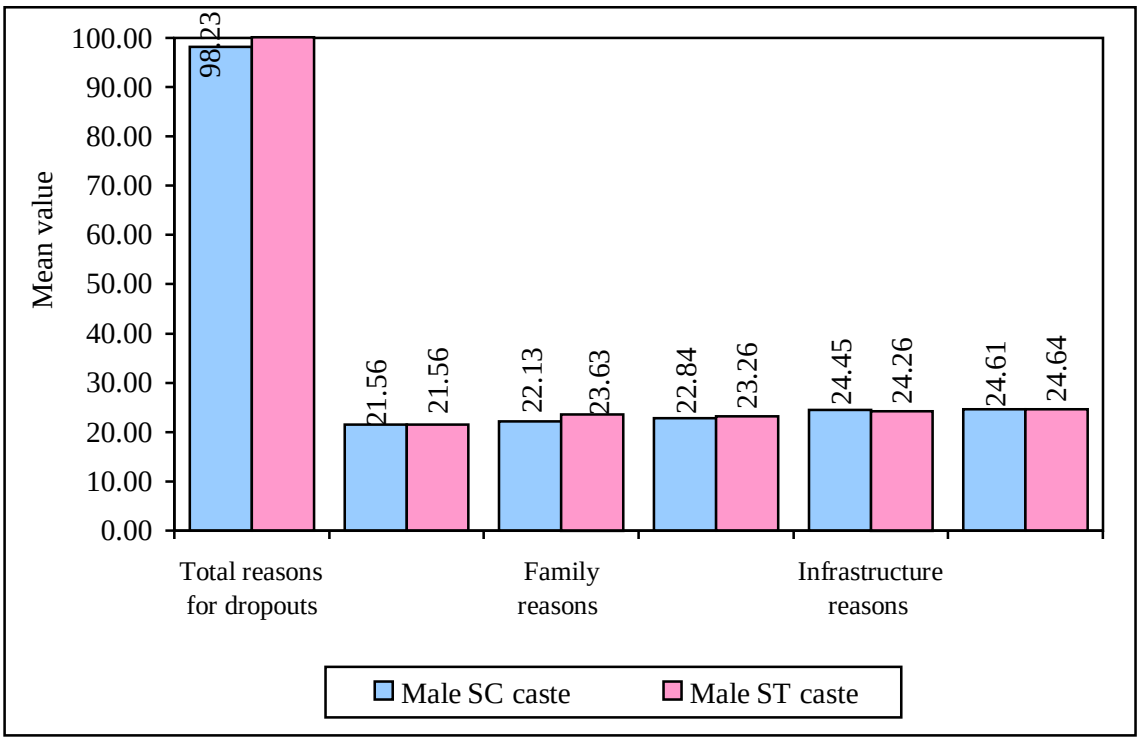
The results of the above table, clearly showed that,

- The calculated value of t i.e. 1.5494, which is lesser than the t tabled value with 298 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is not rejected and alternative hypothesis (H_1) is rejected. Therefore, we concluded that, the mean total dropout scores due to all reasons are similar in SC male students and ST male students of primary schools of Hyderabad Karnataka.
- The calculated value of t i.e. 0.0080, which is smaller than the t tabled value with 298 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is not rejected and alternative hypothesis (H_1) is rejected. Therefore, we concluded that, the mean dropout score due to personal reasons is similar in SC male students and ST male students of primary schools of Hyderabad Karnataka.
- The calculated value of t i.e. 5.4017, which is greater than the t tabled value with 298 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is rejected and alternative hypothesis (H_1) is not rejected. Therefore, we concluded that, the mean dropout score due to family reasons is significantly higher in ST male students as compared to SC male students of primary schools of Hyderabad Karnataka.
- The calculated value of t i.e. 1.5572, which is smaller than the t tabled value with 298 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is not rejected and alternative hypothesis (H_1) is rejected. Therefore, we concluded that, the mean dropout score due to schools reasons is similar in SC male students and ST male students of primary schools of Hyderabad Karnataka.
- The calculated value of t i.e. 0.8417, which is greater than the t tabled value with 298 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is not rejected and alternative hypothesis (H_1) is rejected. Therefore, we concluded that, the mean dropout score due to

infrastructure reasons is similar in SC male students and ST male students of primary schools of Hyderabad Karnataka.

- The calculated value of t i.e. 0.1067, which is smaller than the t tabled value with 298 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is not rejected and alternative hypothesis (H_1) is rejected. Therefore, we concluded that, the mean dropout score due to socio-economic reasons is similar in SC male students and ST male students of primary schools of Hyderabad Karnataka. The mean and SD scores of all dimensions scores are also presented in the following figure

Figure-4.13: Comparison between SC male students and ST male students with respect to total reasons for dropouts and its dimension scores in primary schools of Hyderabad Karnataka.



Null Hypothesis-14 (H_0): No significant difference between female SC and female ST students with respect to total reasons for dropouts and its dimension scores (i.e. personal reason, family reason, school reason,

infrastructure reason and socio-economic reason) in primary schools of Hyderabad Karnataka.

To test the above H_0, the independent two sample t test was performed and the results are presented in the following table.

Table-4.35: Summery of t test between female SC and female ST students with respect to total reasons for dropouts and its dimension scores in primary schools of Hyderabad Karnataka.

Variables	Castes	Mean	SD	|t| - value	P-value	Signi.
Total reasons for dropouts	Female SC caste	99.17	11.53	0.9245	0.3560	>0.05,NS
	Female ST caste	97.87	10.23			
Personal reasons	Female SC caste	21.90	3.07	0.8624	0.3892	>0.05,NS
	Female ST caste	21.53	3.87			
Family reasons	Female SC caste	22.96	2.56	0.9659	0.3349	>0.05,NS
	Female ST caste	23.24	1.62			
School reasons	Female SC caste	22.05	2.94	3.2387	0.0013	<0.05,S
	Female ST caste	23.16	2.03			
Infrastructure reasons	Female SC caste	25.04	1.99	5.5351	0.0001	<0.05,S
	Female ST caste	23.60	2.21			
Socio-Economic reasons	Female SC caste	24.61	2.60	2.0499	0.0412	<0.05,S
	Female ST caste	23.92	2.80			

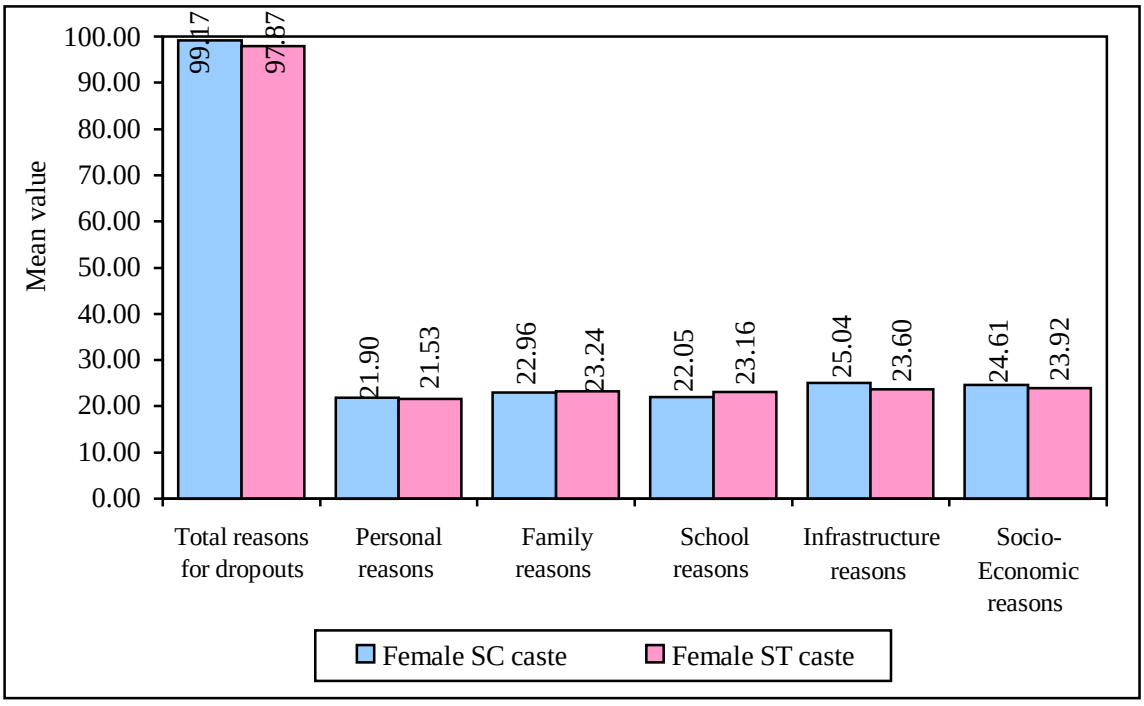
The results of the above table, clearly showed that,

- The calculated value of t i.e. 0.9245, which is lesser than the t tabled value with 298 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is not rejected and alternative hypothesis (H_1) is rejected. Therefore, we concluded that, the mean total dropout scores due to all reasons are similar in SC female students and ST female students of primary schools of Hyderabad Karnataka.
- The calculated value of t i.e. 0.8624, which is smaller than the t tabled value with 298 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is not rejected and alternative hypothesis (H_1) is rejected. Therefore, we concluded that, the mean dropout score due to personal reasons is similar in SC female students and ST female students of primary schools of Hyderabad Karnataka.
- The calculated value of t i.e. 0.9659, which is smaller than the t tabled value with 298 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is not rejected and alternative hypothesis (H_1) is rejected. Therefore, we concluded that, the mean dropout score due to family reasons is similar in ST female students and SC female students of primary schools of Hyderabad Karnataka.
- The calculated value of t i.e. 3.2387, which is greater than the t tabled value with 298 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is rejected and alternative hypothesis (H_1) is not rejected. Therefore, we concluded that, the mean dropout score due to schools reasons is significantly higher in ST female students as compared to SC female students of primary schools of Hyderabad Karnataka.
- The calculated value of t i.e. 5.5351, which is greater than the t tabled value with 298 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is rejected and alternative hypothesis (H_1) is not rejected. Therefore, we concluded that, the mean dropout score due to

infrastructure reasons is significantly higher in SC female students as compared to ST female students of primary schools of Hyderabad Karnataka.

- The calculated value of t i.e. 2.0499, which is greater than the t tabled value with 298 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is rejected and alternative hypothesis (H_1) is not rejected. Therefore, we concluded that, the mean dropout score due to socio-economic reasons is different in SC female students and ST female students of primary schools of Hyderabad Karnataka. The mean and SD scores of all dimensions scores are also presented in the following figure

Figure-4.14: Comparison between SC female students and ST female students with respect to total reasons for dropouts and its dimension scores in primary schools of Hyderabad Karnataka.



Null Hypothesis-15 (H_0): No significant difference between 1-4 std. SC and 1-4 std. ST students with respect to total reasons for dropouts and its

dimension scores (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) in primary schools of Hyderabad Karnataka.

To test the above H_0, the independent two sample t test was performed and the results are presented in the following table.

Table-4.36: Summery of t test between 1-4 std. SC and 1-4 std. ST students with respect to total reasons for dropouts and its dimension scores in primary schools of Hyderabad Karnataka.

Variables	Castes	Mean	SD	|t| - value	P-value	Signi.
Total reasons for dropouts	1-4 std. SC caste	101.63	12.75	1.0342	0.3053	>0.05,NS
	1-4 std. ST caste	98.53	10.34			
Personal reasons	1-4 std. SC caste	23.27	3.92	0.2076	0.8363	>0.05,NS
	1-4 std. ST caste	23.07	3.53			
Family reasons	1-4 std. SC caste	23.17	3.02	0.8937	0.3752	>0.05,NS
	1-4 std. ST caste	23.80	2.44			
School reasons	1-4 std. SC caste	25.00	0.00	2.4083	0.0192	<0.05,S
	1-4 std. ST caste	23.83	2.65			
Infrastructure reasons	1-4 std. SC caste	25.00	1.95	5.8872	0.0001	<0.05,S
	1-4 std. ST caste	22.67	0.96			
Socio-Economic reasons	1-4 std. SC caste	23.97	3.05	0.5933	0.5553	>0.05,NS
	1-4 std. ST caste	24.43	3.05			

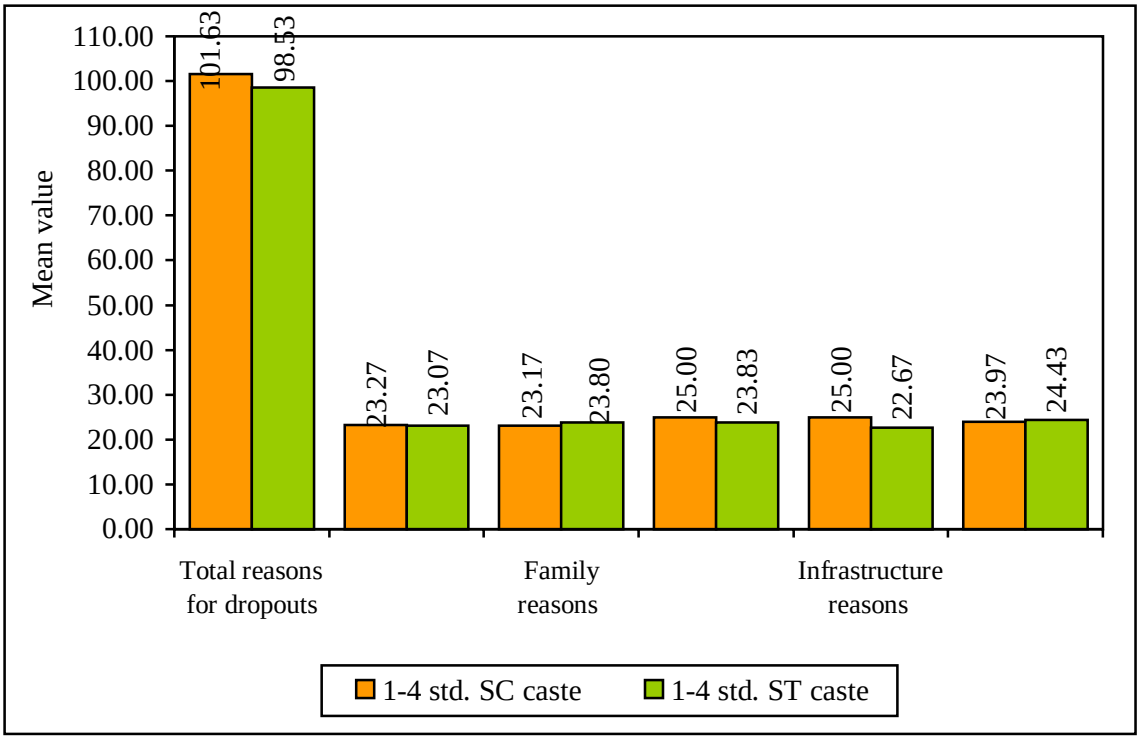
The results of the above table, clearly showed that,

- The calculated value of t i.e. 1.0342, which is lesser than the t tabled value with 58 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is not rejected and alternative hypothesis (H_1) is rejected. Therefore, we concluded that, the mean total dropout scores due to all reasons are similar in SC 1-4 standard students and ST 1-4 standard students of primary schools of Hyderabad Karnataka.
- The calculated value of t i.e. 0.2076, which is smaller than the t tabled value with 58 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is not rejected and alternative hypothesis (H_1) is rejected. Therefore, we concluded that, the mean dropout score due to personal reasons is similar in SC 1-4 standard students and ST 1-4 standard students of primary schools of Hyderabad Karnataka.
- The calculated value of t i.e. 0.8937, which is smaller than the t tabled value with 58 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is rejected and alternative hypothesis (H_1) is rejected. Therefore, we concluded not that, the mean dropout score due to family reasons is similar in SC 1-4 standard students and ST 1-4 standard students of primary schools of Hyderabad Karnataka.
- The calculated value of t i.e. 2.4083, which is greater than the t tabled value with 58 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is rejected and alternative hypothesis (H_1) is not rejected. Therefore, we concluded that, the mean dropout score due to schools reasons is significantly higher in SC 1-4 standard students as compared to ST 1-4 standard students of primary schools of Hyderabad Karnataka.
- The calculated value of t i.e. 5.8872, which is greater than the t tabled value with 58 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is rejected and alternative hypothesis (H_1) is not

rejected. Therefore, we concluded that, the mean dropout score due to infrastructure reasons is significantly higher in SC 1-4 standard students as compared to ST 1-4 standard students of primary schools of Hyderabad Karnataka.

- The calculated value of t i.e. 0.5933, which is smaller than the t tabled value with 58 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is not rejected and alternative hypothesis (H_1) is rejected. Therefore, we concluded that, the mean dropout score due to socio-economic reasons is similar in SC 1-4 standard students and ST 1-4 standard students of primary schools of Hyderabad Karnataka. The mean and SD scores of all dimensions scores are also presented in the following figure

Figure-4.15: Comparison between SC 1-4 standard students and ST 1-4 standard students with respect to total reasons for dropouts and its dimension scores in primary schools of Hyderabad Karnataka.



Null Hypothesis-16 (H_0): No significant difference between 5-6 std. SC and 5-6 std. ST students with respect to total reasons for dropouts and its dimension scores (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) in primary schools of Hyderabad Karnataka.

To test the above H_0, the independent two sample t test was performed and the results are presented in the following table.

Table4.37: Summery of t test between 5-6 std. SC and 5-6 std. ST students with respect to total reasons for dropouts and its dimension scores in primary schools of Hyderabad Karnataka.

Variables	Castes	Mean	SD	|t| - value	P-value	Signi.
Total reasons for dropouts	5-6 std. SC caste	97.43	10.06	0.6463	0.5189	>0.05,NS
	5-6 std. ST caste	96.40	9.98			
Personal reasons	5-6 std. SC caste	21.01	2.85	0.5089	0.6115	>0.05,NS
	5-6 std. ST caste	21.27	3.83			
Family reasons	5-6 std. SC caste	21.63	2.79	4.3244	0.0001	<0.05,S
	5-6 std. ST caste	23.25	1.07			
School reasons	5-6 std. SC caste	21.40	2.93	4.1082	0.0001	<0.05,S
	5-6 std. ST caste	23.08	1.72			
Infrastructure reasons	5-6 std. SC caste	25.10	1.69	9.4018	0.0001	<0.05,S
	5-6 std. ST caste	22.40	2.04			
Socio-Economic reasons	5-6 std. SC caste	24.99	1.91	4.2561	0.0001	<0.05,S
	5-6 std. ST caste	23.53	2.61			

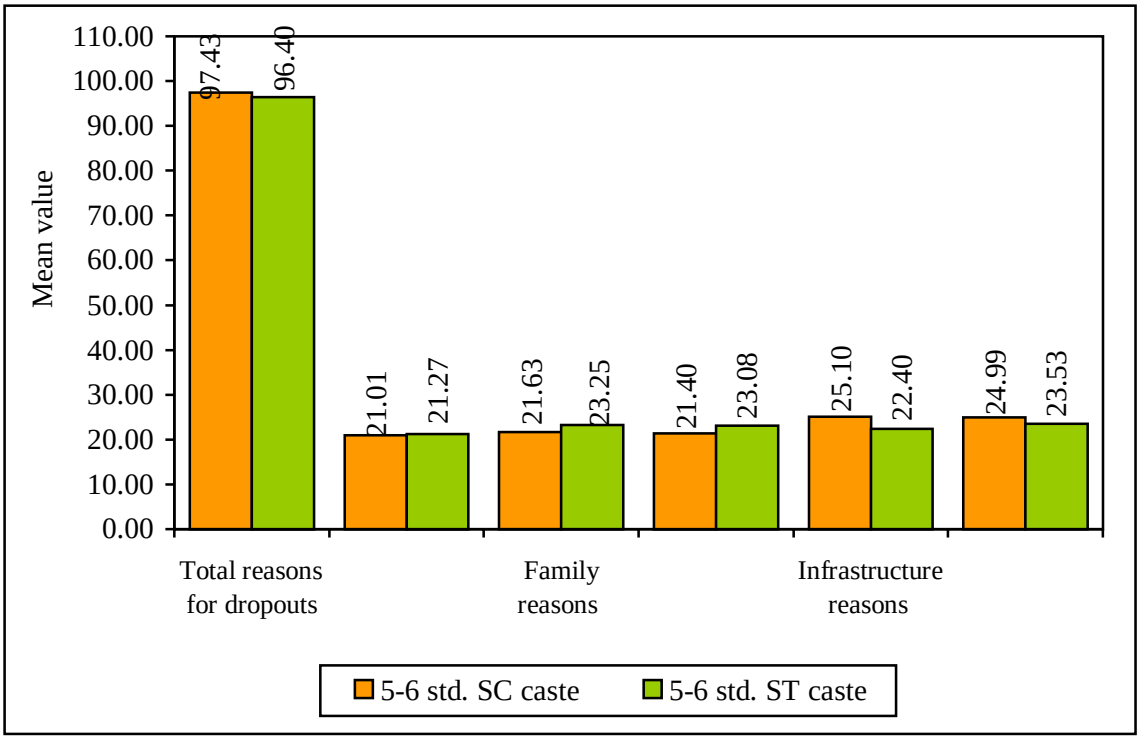
The results of the above table, clearly showed that,

- The calculated value of t i.e. 0.6463, which is lesser than the t tabled value with 178 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is not rejected and alternative hypothesis (H_1) is rejected. Therefore, we concluded that, the mean total dropout scores due to all reasons are similar in SC 5-6 standard students and ST 5-6 standard students of primary schools of Hyderabad Karnataka.
- The calculated value of t i.e. 0.5089, which is smaller than the t tabled value with 178 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is not rejected and alternative hypothesis (H_1) is rejected. Therefore, we concluded that, the mean dropout score due to personal reasons is similar in SC 5-6 standard students and ST 5-6 standard students of primary schools of Hyderabad Karnataka.
- The calculated value of t i.e. 4.3244, which is greater than the t tabled value with 118 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is rejected and alternative hypothesis (H_1) is not rejected. Therefore, we concluded that, the mean dropout score due to family reasons is significantly higher in ST 5-6 standard students as compared to SC 5-6 standard students of primary schools of Hyderabad Karnataka.
- The calculated value of t i.e. 4.1082, which is greater than the t tabled value with 118 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is rejected and alternative hypothesis (H_1) is not rejected. Therefore, we concluded that, the mean dropout score due to schools reasons is significantly higher in ST 5-6 standard students as compared to SC 5-6 standard students of primary schools of Hyderabad Karnataka.
- The calculated value of t i.e. 9.4018, which is greater than the t tabled value with 118 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is rejected and alternative hypothesis (H_1) is not

rejected. Therefore, we concluded that, the mean dropout score due to infrastructure reasons is significantly higher in SC 5-6 standard students as compared to ST 5-6 standard students of primary schools of Hyderabad Karnataka.

- The calculated value of t i.e. 4.2561, which is greater than the t tabled value with 118 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is rejected and alternative hypothesis (H_1) is not rejected. Therefore, we concluded that, the mean dropout score due to socio-economic reasons is different in SC 5-6 standard students and ST 5-6 standard students of primary schools of Hyderabad Karnataka. The mean and SD scores of all dimensions scores are also presented in the following figure

Figure-4.16: Comparison between SC 5-6 standard students and ST 5-6 standard students with respect to total reasons for dropouts and its dimension scores in primary schools of Hyderabad Karnataka.



Null Hypothesis -17(H_0): No significant difference between 7-8 std. SC and 7-8 std. ST students with respect to total reasons for dropouts and its dimension scores (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) in primary schools of Hyderabad Karnataka.

To test the above H_0, the independent two sample t test was performed and the results are presented in the following table.

Table-4.38: Summery of t test between 7-8 std. SC and 7-8 std. ST students with respect to total reasons for dropouts and its dimension scores in primary schools of Hyderabad Karnataka.

Variables	Castes	Mean	SD	|t| - value	P-value	Signi.
Total reasons for dropouts	7-8 std. SC caste	99.29	11.34	1.0663	0.2870	>0.05,NS
	7-8 std. ST caste	100.53	10.70			
Personal reasons	7-8 std. SC caste	22.03	2.81	2.1104	0.0355	<0.05,S
	7-8 std. ST caste	21.39	2.98			
Family reasons	7-8 std. SC caste	23.26	2.43	1.2317	0.2189	>0.05,NS
	7-8 std. ST caste	23.54	1.90			
School reasons	7-8 std. SC caste	22.52	2.90	2.5791	0.0103	<0.05,S
	7-8 std. ST caste	23.17	1.75			
Infrastructure reasons	7-8 std. SC caste	24.61	1.62	1.0111	0.3127	>0.05,NS
	7-8 std. ST caste	24.82	2.19			
Socio-Economic reasons	7-8 std. SC caste	24.46	3.10	0.7309	0.4653	>0.05,NS
	7-8 std. ST caste	24.69	2.81			

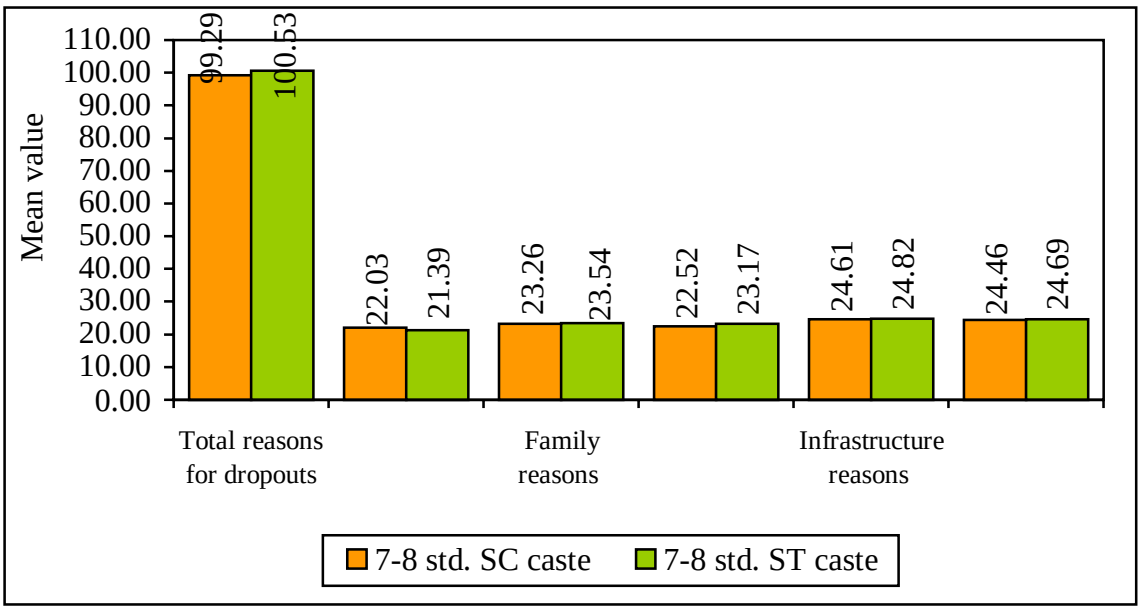
The results of the above table, clearly showed that,

- The calculated value of t i.e. 1.0663, which is lesser than the t tabled value with 3518 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is not rejected and alternative hypothesis (H_1) is rejected. Therefore, we concluded that, the mean total dropout scores due to all reasons are similar in SC 7-8 standard students and ST 7-8 standard students of primary schools of Hyderabad Karnataka.
- The calculated value of t i.e. 2.1104, which is greater than the t tabled value with 358 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is rejected and alternative hypothesis (H_1) is not rejected. Therefore, we concluded that, the mean dropout score due to personal reasons is different in SC 7-8 standard students and ST 7-8 standard students of primary schools of Hyderabad Karnataka.
- The calculated value of t i.e. 1.2317, which is smaller than the t tabled value with 358 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is not rejected and alternative hypothesis (H_1) is rejected. Therefore, we concluded that, the mean dropout score due to family reasons is similar in SC 7-8 standard students and ST 7-8 standard students of primary schools of Hyderabad Karnataka.
- The calculated value of t i.e. 2.5791, which is greater than the t tabled value with 358 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is rejected and alternative hypothesis (H_1) is not rejected. Therefore, we concluded that, the mean dropout score due to schools reasons is significantly higher in ST 7-8 standard students as compared to SC 7-8 standard students of primary schools of Hyderabad Karnataka.
- The calculated value of t i.e. 1.0111, which is smaller than the t tabled value with 358 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is not rejected and alternative hypothesis (H_1) is rejected. Therefore, we concluded that, the mean dropout score due to

infrastructure reasons is similar in SC 7-8 standard students and ST 7-8 standard students of primary schools of Hyderabad Karnataka.

- The calculated value of t i.e. 0.7309, which is smaller than the t tabled value with 358 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is not rejected and alternative hypothesis (H_1) is rejected. Therefore, we concluded that, the mean dropout score due to socio-economic reasons is similar in SC 7-8 standard students and ST 7-8 standard students of primary schools of Hyderabad Karnataka. The mean and SD scores of all dimensions scores are also presented in the following figure

Figure-4.17: Comparison between SC 7-8 standard students and ST 7-8 standard students with respect to total reasons for dropouts and its dimension scores in primary schools of Hyderabad Karnataka.



Null Hypothesis-18 (H_0): No significant difference between **SC students of five districts** (Kalburgi, Yadagiri, Raichur, Koppal and Bidar) of Hyderabad Karnataka with respect to total reasons for dropouts and its dimension scores (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) in primary schools.

To test the above H_0, the one way ANOVA test was performed and the results are presented in the following table.

Table-4.39: Summery of ANOVA test between SC students of five districts SC students of five districts (Kalburgi, Yadagiri, Raichur, Koppal and Bidar) of Hyderabad Karnataka with respect to total reasons and its dimension scores for dropouts in primary schools.

Dropout reasons	Summery	Kalburgi	Yadagiri	Raichur	Koppal	Bidar	F-value	p-value
Total reasons	Mean	117.56	95.27	94.62	94.74	91.94	219.49	0.0001,S
	SD	6.65	5.30	5.03	4.62	6.96		
Personal reason	Mean	21.98	21.44	22.02	21.85	21.58	0.4692	0.7583,NS
	SD	2.76	3.09	3.11	3.11	3.01		
Family reason	Mean	22.76	22.70	22.74	22.70	22.39	0.1970	0.9398,NS
	SD	2.51	2.72	2.79	2.72	2.96		
School reason	Mean	22.21	22.18	22.61	22.53	22.17	0.3376	0.8525,NS
	SD	2.84	2.96	2.92	2.95	3.09		
Infrastructure reason	Mean	25.17	25.03	24.73	25.08	24.12	4.3691	0.0019,S
	SD	1.22	1.34	1.48	1.30	2.56		
Socio-Economic reason	Mean	25.44	25.36	24.55	24.44	23.26	7.4423	0.0001,S
	SD	2.12	2.41	2.33	2.82	3.30		

From the results of the above table, it can seen that,

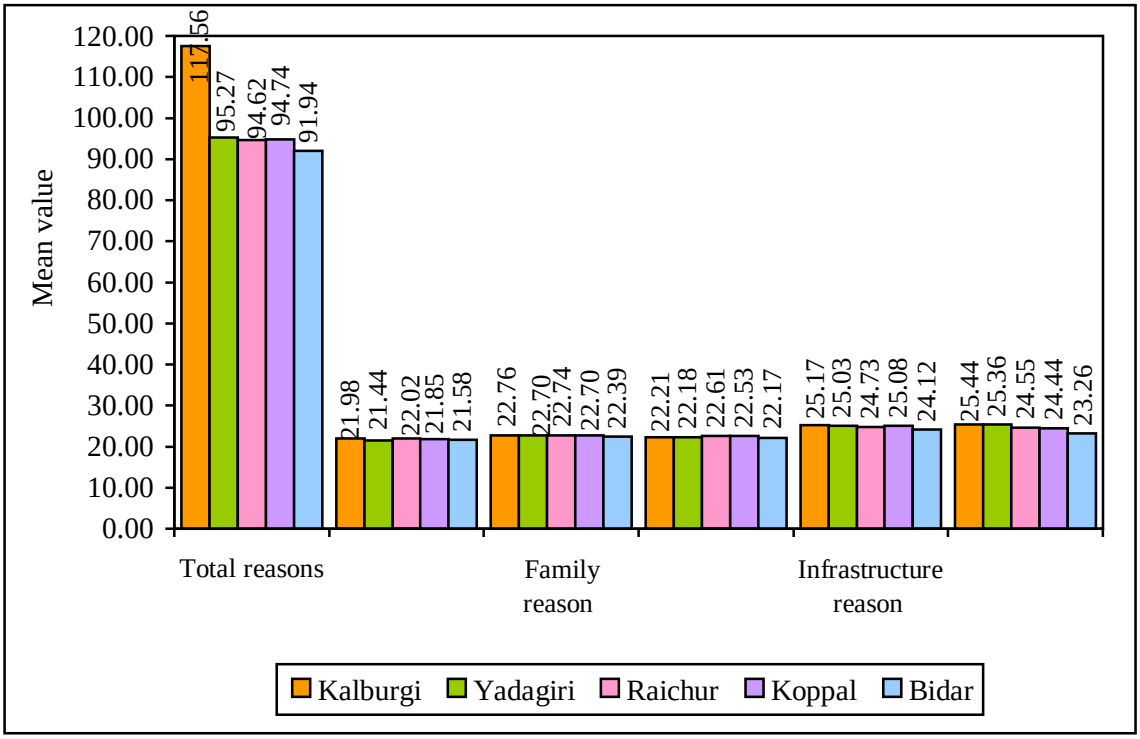
- The calculated value of F i.e. 219.49, which is greater than the F tabled value with 4 and 295 i.e. 2.3700 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is rejected and alternative hypothesis (H_1) is not rejected. Therefore, we concluded that, the mean total dropout scores due to all reasons scores are higher in SC students in primary schools of Kalburgi district as compared to

smallest in SC student's primary schools of Bidar district followed by SC students belongs to other districts of Hyderabad Karnataka.

- The calculated value of F i.e. 0.4692, which is smaller than the F tabled value with 4 and 295 i.e. 2.3700 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is not rejected and alternative hypothesis (H_1) is rejected. Therefore, we concluded that, the mean dropout scores due to personal reasons scores are similar in SC students in primary schools of all the districts of Hyderabad Karnataka.
- The calculated value of F i.e. 0.1970, which is smaller than the F tabled value with 4 and 295 i.e. 2.3700 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is not rejected and alternative hypothesis (H_1) is rejected. Therefore, we concluded that, the mean dropout scores due to family reasons scores are similar in SC students in primary schools of all the districts of Hyderabad Karnataka.
- The calculated value of F i.e. 0.3376, which is smaller than the F tabled value with 4 and 295 i.e. 2.3700 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is not rejected and alternative hypothesis (H_1) is rejected. Therefore, we concluded that, the mean dropout scores due to school reasons scores are similar in SC students in primary schools of all the districts of Hyderabad Karnataka.
- The calculated value of F i.e. 4.3691, which is greater than the F tabled value with 4 and 295 i.e. 2.3700 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is rejected and alternative hypothesis (H_1) is not rejected. Therefore, we concluded that, the mean dropout scores due to infrastructure reasons scores are higher in SC students in primary schools of Kalburgi district as compared to smallest in SC student's primary schools of Bidar district followed by SC students belongs to other districts of Hyderabad Karnataka.

- The calculated value of F i.e. 7.4423, which is greater than the F tabled value with 4 and 295 i.e. 2.3700 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is rejected and alternative hypothesis (H_1) is not rejected. Therefore, we concluded that, the mean dropout scores due to socio-economic reasons scores are higher in SC students in primary schools of Kalburgi district as compared to smallest in SC student's primary schools of Bidar district followed by SC students belongs to other districts of Hyderabad Karnataka. The mean scores are presented in the following figure.

Figure-4.18: Comparison between SC students of five districts SC students of five districts (Kalburgi, Yadagiri, Raichur, Koppal and Bidar) of Hyderabad Karnataka with respect to total reasons and its dimension scores for dropouts in primary schools.



Null Hypothesis-19 (H_0): No significant difference between **ST students of five districts** (Kalburgi, Yadagiri, Raichur, Koppal and Bidar) of Hyderabad Karnataka with respect to total reasons for dropouts and its

dimension scores (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) in primary schools.

To test the above H_0, the one way ANOVA test was performed and the results are presented in the following table.

Table-4.40: Summery of ANOVA test between ST students of five districts ST students of five districts (Kalburgi, Yadagiri, Raichur, Koppal and Bidar) of Hyderabad Karnataka with respect to total reasons for dropouts and its dimension scores in primary schools.

Dropout reasons	Summery	Kalburgi	Yadagiri	Raichur	Koppal	Bidar	F-value	p-value
Total reasons	Mean	117.35	96.31	95.06	95.69	92.56	183.06	0.0001,S
	SD	6.20	4.79	4.99	4.57	6.67		
Personal reason	Mean	21.09	21.69	21.78	22.04	21.15	0.8493	0.4951,NS
	SD	2.88	3.67	3.02	3.68	3.07		
Family reason	Mean	23.63	23.81	23.44	23.81	22.81	2.8788	0.0232,S
	SD	1.53	1.59	1.97	1.59	2.20		
School reason	Mean	23.28	23.28	23.15	23.28	23.15	0.0771	0.9892,NS
	SD	1.89	1.89	1.87	1.89	1.87		
Infrastructure reason	Mean	24.26	24.13	24.20	24.07	23.54	0.8360	0.5033,NS
	SD	1.92	2.27	2.26	2.28	2.85		
Socio-Economic reason	Mean	25.09	25.09	24.26	24.52	23.06	5.0254	0.0006,S
	SD	2.21	2.84	2.61	2.82	3.15		

From the results of the above table, it can seen that,

- The calculated value of F i.e. 183.06, which is greater than the F tabled value with 4 and 295 i.e. 2.3700 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is rejected and alternative hypothesis (H_1) is not rejected. Therefore, we concluded that, the mean

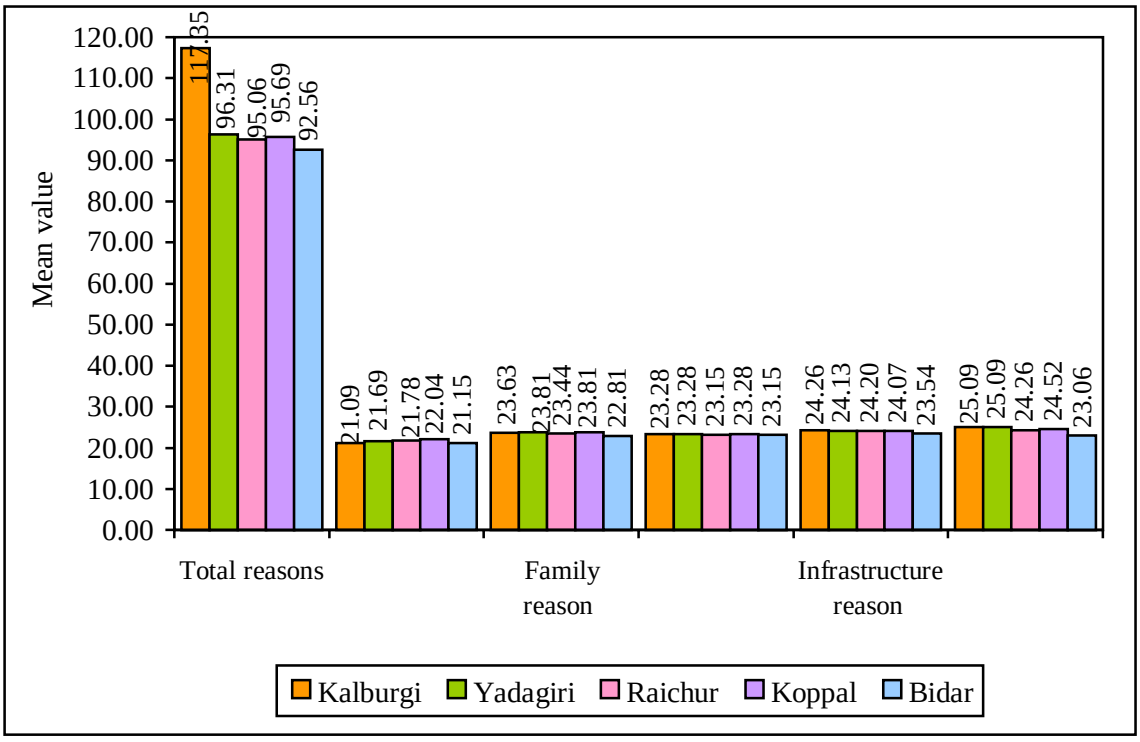
total dropout scores due to all reasons scores are higher in ST students in primary schools of Kalburgi district as compared to smallest in SC student's primary schools of Bidar district followed by ST students belongs to other districts of Hyderabad Karnataka.

- The calculated value of F i.e. 0.8493, which is smaller than the F tabled value with 4 and 295 i.e. 2.3700 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is not rejected and alternative hypothesis (H_1) is rejected. Therefore, we concluded that, the mean dropout scores due to personal reasons scores are similar in ST students in primary schools of all the districts of Hyderabad Karnataka.
- The calculated value of F i.e. 2.8788, which is greater than the F tabled value with 4 and 295 i.e. 2.3700 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is rejected and alternative hypothesis (H_1) is not rejected. Therefore, we concluded that, the mean dropout scores due to family reasons scores are higher in ST students in primary schools of Kalburgi district and smallest in Bidar district followed by other districts of Hyderabad Karnataka.
- The calculated value of F i.e. 0.0771, which is smaller than the F tabled value with 4 and 295 i.e. 2.3700 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is not rejected and alternative hypothesis (H_1) is rejected. Therefore, we concluded that, the mean dropout scores due to school reasons scores are similar in ST students in primary schools of all the districts of Hyderabad Karnataka.
- The calculated value of F i.e. 0.8360, which is smaller than the F tabled value with 4 and 295 i.e. 2.3700 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is not rejected and alternative hypothesis (H_1) is rejected. Therefore, we concluded that, the mean dropout scores due to infrastructure reasons scores are similar in ST

students in primary schools of all the districts of Hyderabad Karnataka.

- The calculated value of F i.e. 5.0254, which is greater than the F tabled value with 4 and 295 i.e. 2.3700 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is rejected and alternative hypothesis (H_1) is not rejected. Therefore, we concluded that, the mean dropout scores due to socio-economic reasons scores are higher in ST students in primary schools of Kalburgi district and smallest in Bidar district followed by other districts of Hyderabad Karnataka. The mean scores are presented in the following figure

Figure-4.19: Comparison between ST students of five districts ST students of five districts (Kalburgi, Yadagiri, Raichur, Koppal and Bidar) of Hyderabad Karnataka with respect to total reasons and its dimension scores for dropouts in primary schools.



Null Hypothesis-20 (H_0): No significant difference between rural SC and urban SC students with respect to total reasons for dropouts and its

dimension scores (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) in primary schools of Hyderabad Karnataka.

To test the above H_0, the independent two sample t test was performed and the results are presented in the following table.

Table-4.41: Summery of t test between rural SC and urban SC students with respect to total reasons for dropouts and its dimension scores in primary schools of Hyderabad Karnataka.

Variables	Location	Mean	SD	t-value	P-value	Signi.
Total reasons for dropouts	Rural SC	99.42	11.39	0.9701	0.3327	>0.05,NS
	Urban SC	98.24	10.73			
Personal reasons	Rural SC	22.08	3.44	1.8536	0.0647	>0.05,NS
	Urban SC	21.47	2.48			
Family reasons	Rural SC	22.66	2.75	0.0201	0.9839	>0.05,NS
	Urban SC	22.65	2.72			
School reasons	Rural SC	22.46	3.06	0.7482	0.4549	>0.05,NS
	Urban SC	22.22	2.82			
Infrastructure reasons	Rural SC	25.05	1.33	2.4949	0.0131	<0.05,S
	Urban SC	24.59	1.97			
Socio-Economic reasons	Rural SC	24.75	2.62	0.9070	0.3651	>0.05,NS
	Urban SC	24.47	2.84			

The results of the above table, clearly showed that,

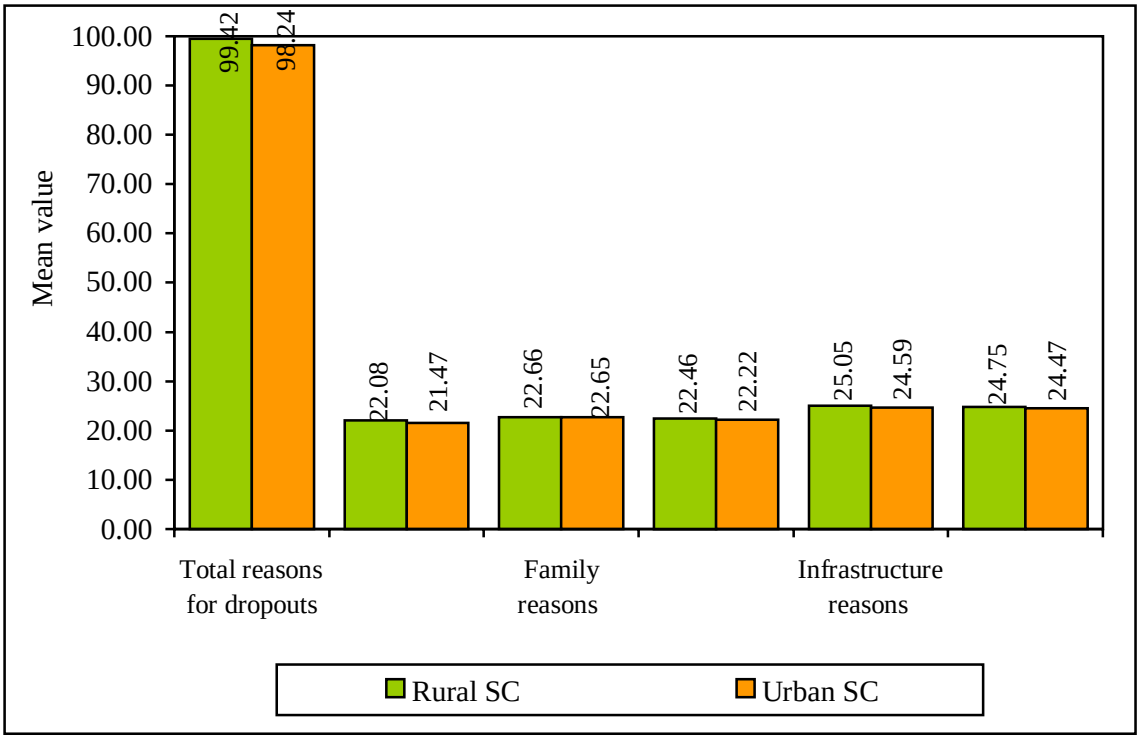
- The calculated value of t i.e. 0.9701, which is lesser than the t tabled value with 298 i.e. 1.9600 at 0.05 level of significance. Therefore, the

null hypothesis (H_o) is not rejected and alternative hypothesis (H_1) is rejected. Therefore, we concluded that, the mean total dropout scores due to all reasons are similar in Rural SC students and urban SC students of primary schools of Hyderabad Karnataka.

- The calculated value of t i.e. 1.8536, which is smaller than the t tabled value with 298 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is not rejected and alternative hypothesis (H_1) is rejected. Therefore, we concluded that, the mean dropout score due to personal reasons is similar in Rural SC students and urban SC students of primary schools of Hyderabad Karnataka.
- The calculated value of t i.e. 0.0201, which is smaller than the t tabled value with 298 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is not rejected and alternative hypothesis (H_1) is rejected. Therefore, we concluded that, the mean dropout score due to family reasons is similar in Rural SC students and urban SC students of primary schools of Hyderabad Karnataka.
- The calculated value of t i.e. 0.7482, which is smaller than the t tabled value with 298 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is not rejected and alternative hypothesis (H_1) is rejected. Therefore, we concluded that, the mean dropout score due to school reasons is similar in Rural SC students and urban SC students of primary schools of Hyderabad Karnataka.
- The calculated value of t i.e. 2.4949, which is greater than the t tabled value with 298 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is rejected and alternative hypothesis (H_1) is not rejected. Therefore, we concluded that, the mean dropout score due to infrastructure reasons is different in Rural SC students and urban SC students of primary schools of Hyderabad Karnataka.

- The calculated value of t i.e. 0.9070, which is smaller than the t tabled value with 298 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is not rejected and alternative hypothesis (H_1) is rejected. Therefore, we concluded that, the mean dropout score due to socio-economic reasons is similar in Rural SC students and urban SC students of primary schools of Hyderabad Karnataka. The mean and SD of total and its dimensions scores are also presented in the following figure

Figure-4.20: Comparison between Rural SC students and urban SC students with respect to total reasons for dropouts and its dimension scores in primary schools of Hyderabad Karnataka.



Null Hypothesis-21(H_0): No significant difference between rural ST and urban ST students with respect to total reasons for dropouts and its dimension scores (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) in primary schools of Hyderabad Karnataka.

To test the above H_0, the independent two sample t test was performed and the results are presented in the following table.

Table-4.42: Summery of t test between rural ST and urban ST students with respect to total reasons for dropouts and its dimension scores in primary schools of Hyderabad Karnataka.

Variables	Location	Mean	SD	t-value	P-value	Signi.
Total reasons for dropouts	Rural ST	101.25	10.35	2.9211	0.0038	<0.05,S
	Urban ST	97.53	10.56			
Personal reasons	Rural ST	22.10	3.20	2.8194	0.0052	<0.05,S
	Urban ST	20.99	3.27			
Family reasons	Rural ST	23.74	1.63	2.1539	0.0321	<0.05,S
	Urban ST	23.27	1.97			
School reasons	Rural ST	23.71	1.80	4.4156	0.0001	<0.05,S
	Urban ST	22.74	1.81			
Infrastructure reasons	Rural ST	24.64	1.88	4.4001	0.0001	<0.05,S
	Urban ST	23.44	2.57			
Socio-Economic reasons	Rural ST	24.80	2.99	2.3248	0.0208	<0.05,S
	Urban ST	24.01	2.60			

The results of the above table, clearly showed that,

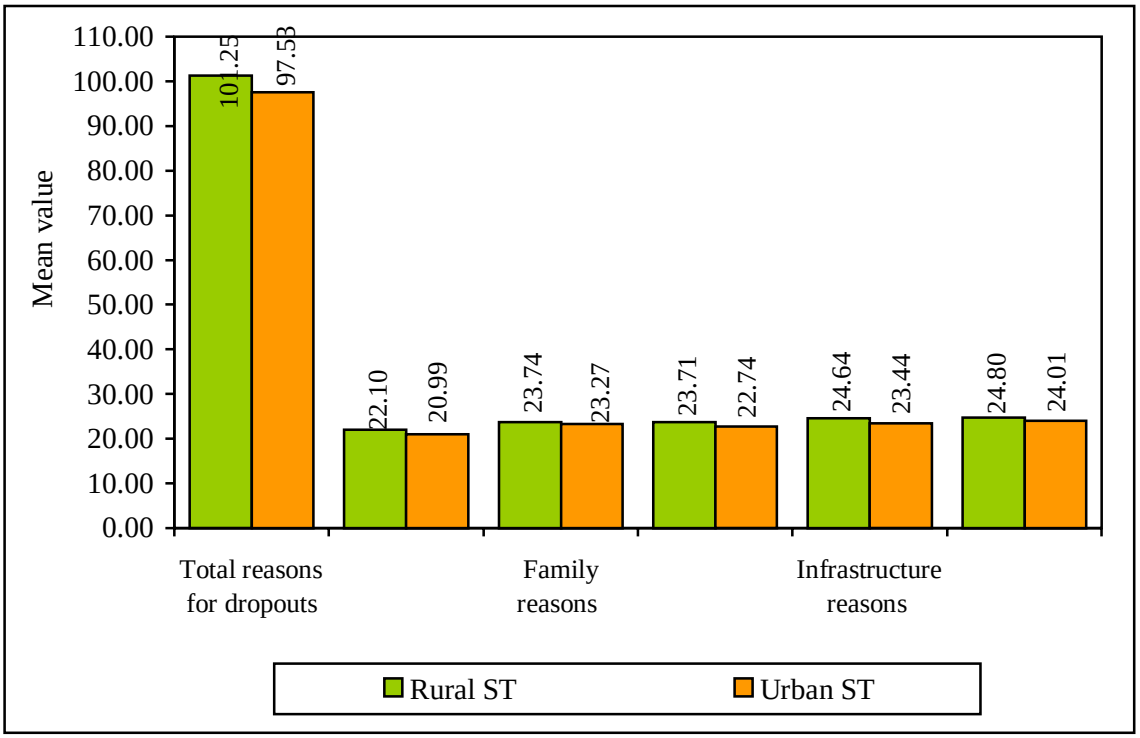
- The calculated value of t i.e. 2.9211, which is greater than the t tabled value with 298 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is rejected and alternative hypothesis (H_1) is not rejected. Therefore, we concluded that, the mean total dropout scores due to all reasons are significantly higher in rural ST students as

compare to urban ST students of primary schools of Hyderabad Karnataka.

- The calculated value of t i.e. 2.8194, which is greater than the t tabled value with 298 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is rejected and alternative hypothesis (H_1) is not rejected. Therefore, we concluded that, the mean dropout scores due to personal reasons are significantly higher in rural ST students than the urban ST students of primary schools of Hyderabad Karnataka.
- The calculated value of t i.e. 2.1539, which is greater than the t tabled value with 298 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is rejected and alternative hypothesis (H_1) is not rejected. Therefore, we concluded that, the mean dropout scores due to family reasons are significantly higher in rural ST students than the urban ST students of primary schools of Hyderabad Karnataka.
- The calculated value of t i.e. 4.4156, which is greater than the t tabled value with 298 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is rejected and alternative hypothesis (H_1) is not rejected. Therefore, we concluded that, the mean dropout scores due to school reasons are significantly higher in rural ST students than the urban ST students of primary schools of Hyderabad Karnataka.
- The calculated value of t i.e. 4.4001, which is greater than the t tabled value with 298 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is rejected and alternative hypothesis (H_1) is not rejected. Therefore, we concluded that, the mean dropout scores due to infrastructure reasons are significantly higher in rural ST students than the urban ST students of primary schools of Hyderabad Karnataka.
- The calculated value of t i.e. 2.3248, which is greater than the t tabled value with 298 i.e. 1.9600 at 0.05 level of significance. Therefore, the

null hypothesis (H_o) is rejected and alternative hypothesis (H_1) is not rejected. Therefore, we concluded that, the mean dropout scores due to socio-economic reasons are significantly higher in rural ST students than the urban ST students of primary schools of Hyderabad Karnataka. The mean and SD of total and its dimensions scores are also presented in the following figure

Figure-4.21: Comparison between rural SC students and urban ST students with respect to total reasons for dropouts and its dimension scores in primary schools of Hyderabad Karnataka.



Null Hypothesis-22 (H_0): No significant difference between SC students of government, aided and unaided schools in Hyderabad Karnataka with respect to total reasons for dropouts and its dimension scores (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) in primary schools.

To test the above H_0, the one way ANOVA test was performed and the results are presented in the following table.

Table4.43: Summery of ANOVA test between SC students of government, aided and unaided schools in Hyderabad Karnataka with respect to total reasons for dropouts and its dimension scores in primary schools.

Dropout reasons	Summery	Government SC	Aided SC	Unaided SC	F-value	p-value
Total reasons	Mean	99.01	100.54	96.94	2.9686	0.0528,NS
	SD	10.59	11.58	10.80		
Personal reason	Mean	21.89	21.67	21.75	0.1467	0.8636,NS
	SD	2.83	3.12	3.10		
Family reason	Mean	22.83	23.07	22.07	4.0867	0.0177,S
	SD	2.59	2.41	3.07		
School reason	Mean	22.15	23.00	21.86	4.5260	0.0115,S
	SD	2.78	3.12	2.81		
Infrastructure reason	Mean	24.71	24.93	24.84	0.4610	0.6311,NS
	SD	1.63	1.81	1.63		
Socio-Economic reason	Mean	24.89	25.03	23.91	5.6465	0.0039,S
	SD	2.03	2.61	3.29		

From the results of the above table, it can seen that,

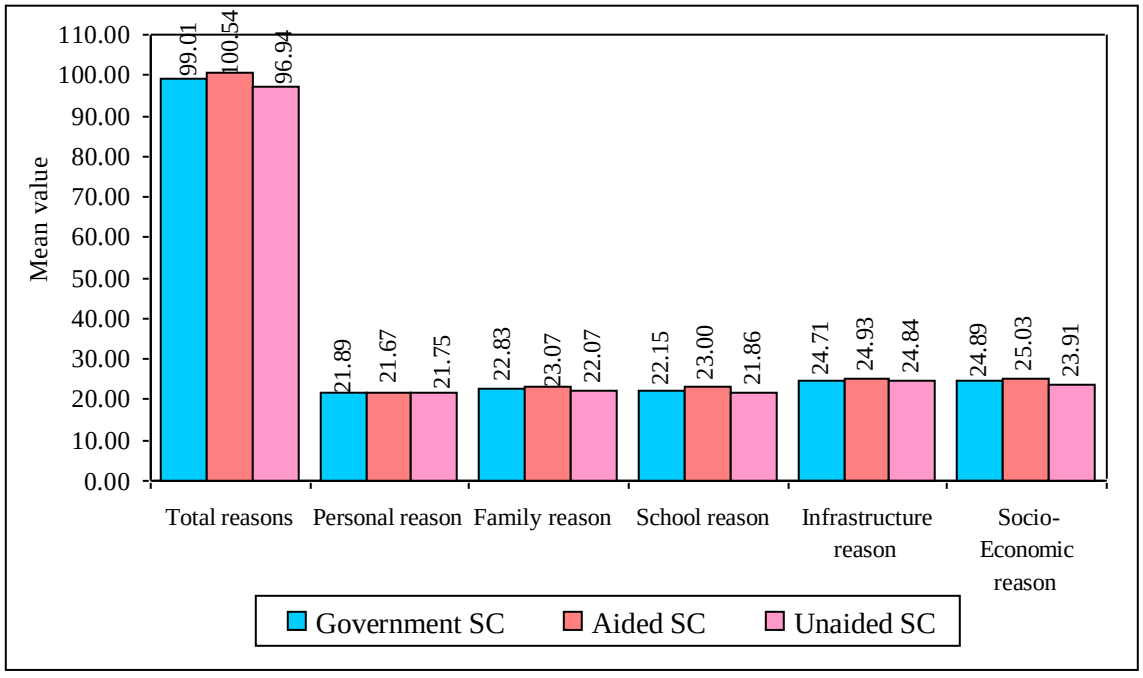
- The calculated value of F i.e. 2.9686, which is greater than the F tabled value with 2 and 297 i.e. 2.9900 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is not rejected and alternative

hypothesis (H_1) is rejected. Therefore, we concluded that, the mean total dropout scores due to all reasons scores are similar in SC students of government, aided and unaided primary schools.

- The calculated value of F i.e. 0.1467, which is smaller than the F tabled value with 2 and 297 i.e. 2.9900 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is not rejected and alternative hypothesis (H_1) is rejected. Therefore, we concluded that, the mean dropout scores due to personal reasons scores are similar in SC students of government, aided and unaided primary schools of Hyderabad Karnataka.
- The calculated value of F i.e. 4.0867, which is greater than the F tabled value with 2 and 297 i.e. 2.9900 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is rejected and alternative hypothesis (H_1) is not rejected. Therefore, we concluded that, the mean dropout scores due to family reasons scores are significantly higher in SC students of aided primary schools as compared to others.
- The calculated value of F i.e. 4.5260, which is greater than the F tabled value with 2 and 297 i.e. 2.9900 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is rejected and alternative hypothesis (H_1) is not rejected. Therefore, we concluded that, the mean dropout scores due to school reasons scores are significantly higher in SC students of aided primary schools as compared to others.
- The calculated value of F i.e. 0.4610, which is smaller than the F tabled value with 2 and 297 i.e. 2.9900 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is not rejected and alternative hypothesis (H_1) is rejected. Therefore, we concluded that, the mean dropout scores due to infrastructure reasons scores are similar in SC students of government, aided and unaided primary schools of Hyderabad Karnataka.

- The calculated value of F i.e. 5.6465, which is greater than the F tabled value with 2 and 297 i.e. 2.9900 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is rejected and alternative hypothesis (H_1) is not rejected. Therefore, we concluded that, the mean dropout scores due to socio-economic reasons scores are significantly higher in SC students of aided primary schools as compared to others. The mean and SD of total and its dimensions scores are also presented in the following figure.

Figure-4.22: Comparison between SC students of government, aided and unaided schools in Hyderabad Karnataka with respect to total reasons for dropouts and its dimension scores.



Null Hypothesis-23 (H_0): No significant difference between ST students of government, aided and unaided schools in Hyderabad Karnataka with respect to total reasons for dropouts and its dimension scores (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) in primary schools.

To test the above H_0, the one way ANOVA test was performed and the results are presented in the following table.

Table-4.44: Summery of ANOVA test between ST students of government, aided and unaided schools in Hyderabad Karnataka with respect to total reasons for dropouts and its dimension scores in primary schools.

Dropout reasons	Summery	Government ST	Aided ST	Unaided ST	F-value	p-value
Total reasons	Mean	100.16	100.61	97.41	2.4238	0.0905,NS
	SD	9.86	10.82	10.93		
Personal reason	Mean	22.34	21.64	20.66	6.2616	0.0022,S
	SD	2.83	3.57	3.21		
Family reason	Mean	23.39	23.97	23.16	4.8714	0.0084,S
	SD	1.71	1.71	1.95		
School reason	Mean	23.51	23.33	22.83	3.2434	0.0406,S
	SD	1.84	1.68	2.02		
Infrastructure reason	Mean	23.98	24.57	23.58	4.1993	0.0160,S
	SD	1.74	2.71	2.35		
Socio-Economic reason	Mean	24.99	24.44	23.78	4.2533	0.0152,S
	SD	2.49	2.87	2.99		

From the results of the above table, it can seen that,

- The calculated value of F i.e. 2.4238, which is smaller than the F tabled value with 2 and 297 i.e. 2.9900 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is not rejected and alternative

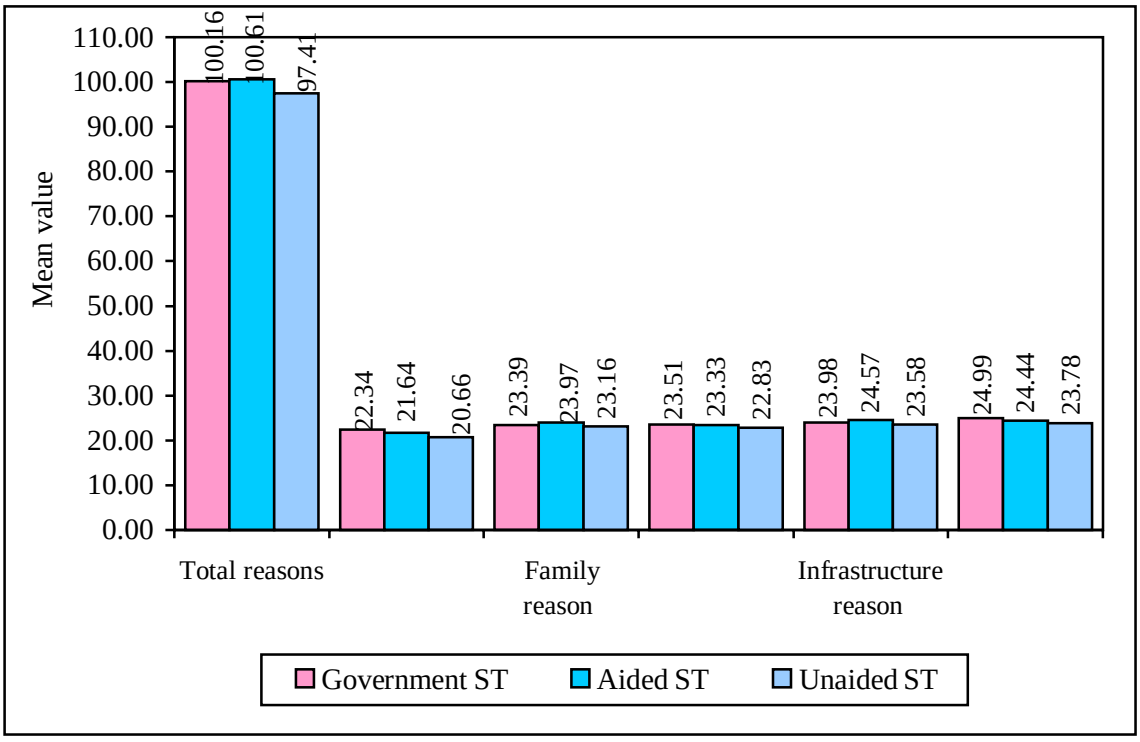
hypothesis (H_1) is rejected. Therefore, we concluded that, the mean total dropout scores due to all reasons scores are similar in ST students of government, aided and unaided primary schools of Hyderabad Karnataka.

- The calculated value of F i.e. 6.2616, which is greater than the F tabled value with 2 and 297 i.e. 2.9900 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is rejected and alternative hypothesis (H_1) is not rejected. Therefore, we concluded that, the mean dropout scores due to personal reasons scores are significantly higher in ST students of government primary schools as compared to aided and unaided schools.
- The calculated value of F i.e. 4.8714, which is greater than the F tabled value with 2 and 297 i.e. 2.9900 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is rejected and alternative hypothesis (H_1) is not rejected. Therefore, we concluded that, the mean dropout scores due to family reasons scores are significantly higher in ST students of aided primary schools as compared to government and unaided schools.
- The calculated value of F i.e. 3.2434, which is greater than the F tabled value with 2 and 297 i.e. 2.9900 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is rejected and alternative hypothesis (H_1) is not rejected. Therefore, we concluded that, the mean dropout scores due to school reasons scores are significantly higher in ST students of government and aided primary schools as compared to unaided schools.
- The calculated value of F i.e. 4.1993, which is greater than the F tabled value with 2 and 297 i.e. 2.9900 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is rejected and alternative hypothesis (H_1) is not rejected. Therefore, we concluded that, the mean

dropout scores due to infrastructure reasons scores are significantly higher in ST students of aided primary schools as compared to government and unaided schools.

- The calculated value of F i.e. 4.2533, which is greater than the F tabled value with 2 and 297 i.e. 2.9900 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is rejected and alternative hypothesis (H_1) is not rejected. Therefore, we concluded that, the mean dropout scores due to socio-economic reasons scores are significantly higher in ST students of government and aided primary schools as compared to unaided schools. The mean and SD of total and its dimensions scores are also presented in the following figure

Figure-4.23: Comparison between ST students of government, aided and unaided schools in Hyderabad Karnataka with respect to total reasons for dropouts and its dimension scores.



Null Hypothesis-24(H_0): No significant difference between male SC and female SC students with respect to total reasons for dropouts and its

dimension scores (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) in primary schools of Hyderabad Karnataka.

To test the above H_0, the independent two sample t test was performed and the results are presented in the following table.

Table-4.45: Summery of t test between male SC and female SC students with respect to total reasons for dropouts and its dimension scores in primary schools of Hyderabad Karnataka.

Variables	Gender	Mean	SD	SE	|t|-value	P-value	Signi.
Total reasons for dropouts	Male SC	98.23	10.21	0.93	0.7366	0.4619	>0.05,NS
	Female SC	99.17	11.53	0.80			
Personal reasons	Male SC	21.56	2.90	0.26	0.9778	0.3289	>0.05,NS
	Female SC	21.90	3.07	0.21			
Family reasons	Male SC	22.13	2.93	0.27	2.7054	0.0072	<0.05,S
	Female SC	22.96	2.56	0.18			
School reasons	Male SC	22.84	2.88	0.26	2.3613	0.0188	<0.05,S
	Female SC	22.05	2.94	0.20			
Infrastructure reasons	Male SC	24.45	0.83	0.08	3.0796	0.0022	<0.05,S
	Female SC	25.04	1.99	0.14			
Socio-Economic reasons	Male SC	24.61	2.96	0.27	0.0038	0.9970	>0.05,NS
	Female SC	24.61	2.60	0.18			

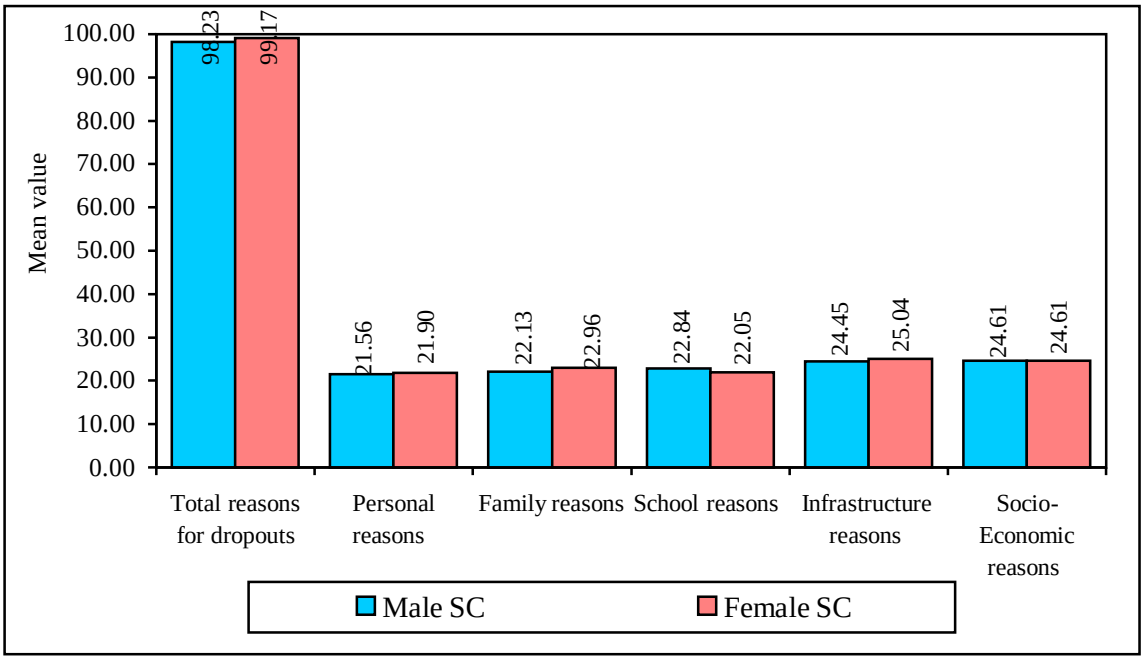
The results of the above table, clearly showed that,

- The calculated value of t i.e. 0.7366, which is lesser than the t tabled value with 298 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is not rejected and alternative hypothesis (H_1) is rejected. Therefore, we concluded that, the mean total dropout scores due to all reasons are similar in SC male students and SC male students of primary schools of Hyderabad Karnataka.
- The calculated value of t i.e. 0.9778, which is smaller than the t tabled value with 298 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is not rejected and alternative hypothesis (H_1) is rejected. Therefore, we concluded that, the mean dropout score due to personal reasons is similar in SC male students and SC male students of primary schools of Hyderabad Karnataka.
- The calculated value of t i.e. 2.7054, which is greater than the t tabled value with 298 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is rejected and alternative hypothesis (H_1) is not rejected. Therefore, we concluded that, the mean dropout score due to family reasons is different in SC female students and SC male students of primary schools of Hyderabad Karnataka.
- The calculated value of t i.e. 2.3613, which is greater than the t tabled value with 298 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is rejected and alternative hypothesis (H_1) is not rejected. Therefore, we concluded that, the mean dropout score due to school reasons is significantly higher in SC male students as compare to SC female students of primary schools of Hyderabad Karnataka.
- The calculated value of t i.e. 3.0796, which is greater than the t tabled value with 298 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is rejected and alternative hypothesis (H_1) is not

rejected. Therefore, we concluded that, the mean dropout score due to infrastructure reasons is significantly higher in SC female students as compared to SC female students of primary schools of Hyderabad Karnataka.

- The calculated value of t i.e. 0.0038, which is smaller than the t tabled value with 298 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is not rejected and alternative hypothesis (H_1) is rejected. Therefore, we concluded that, the mean dropout score due to socio-economic reasons is similar in ST male students and ST female students of primary schools of Hyderabad Karnataka. The mean and SD scores of all dimensions scores are also presented in the following figure

Figure-4.24: Comparison between SC male students and SC female students of primary schools of Hyderabad Karnataka with respect to total reasons for dropouts and its dimension scores.



Null Hypothesis -25 (H_0): No significant difference between male ST and female ST students with respect to total reasons for dropouts and its

dimension scores (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) in primary schools of Hyderabad Karnataka.

To test the above H_0, the independent two sample t test was performed and the results are presented in the following table.

Table-4.46: Summery of t test between male ST and female ST students with respect to total reasons for dropouts and its dimension scores in primary schools of Hyderabad Karnataka.

Variables	Gender	Mean	SD	SE	|t|-value	P-value	Signi.
Total reasons for dropouts	Male ST	100.16	10.73	0.80	1.6776	0.0946	>0.05,NS
	Female ST	97.87	10.23	1.08			
Personal reasons	Male ST	21.56	2.95	0.22	0.0524	0.9583	>0.05,NS
	Female ST	21.53	3.87	0.41			
Family reasons	Male ST	23.63	1.91	0.14	1.6601	0.0981	>0.05,NS
	Female ST	23.24	1.62	0.17			
School reasons	Male ST	23.26	1.79	0.13	0.4374	0.6622	>0.05,NS
	Female ST	23.16	2.03	0.21			
Infrastructure reasons	Male ST	24.26	2.36	0.18	2.2136	0.0277	<0.05,S
	Female ST	23.60	2.21	0.23			
Socio-Economic reasons	Male ST	24.64	2.81	0.21	1.9920	0.0474	<0.05,S
	Female ST	23.92	2.80	0.30			

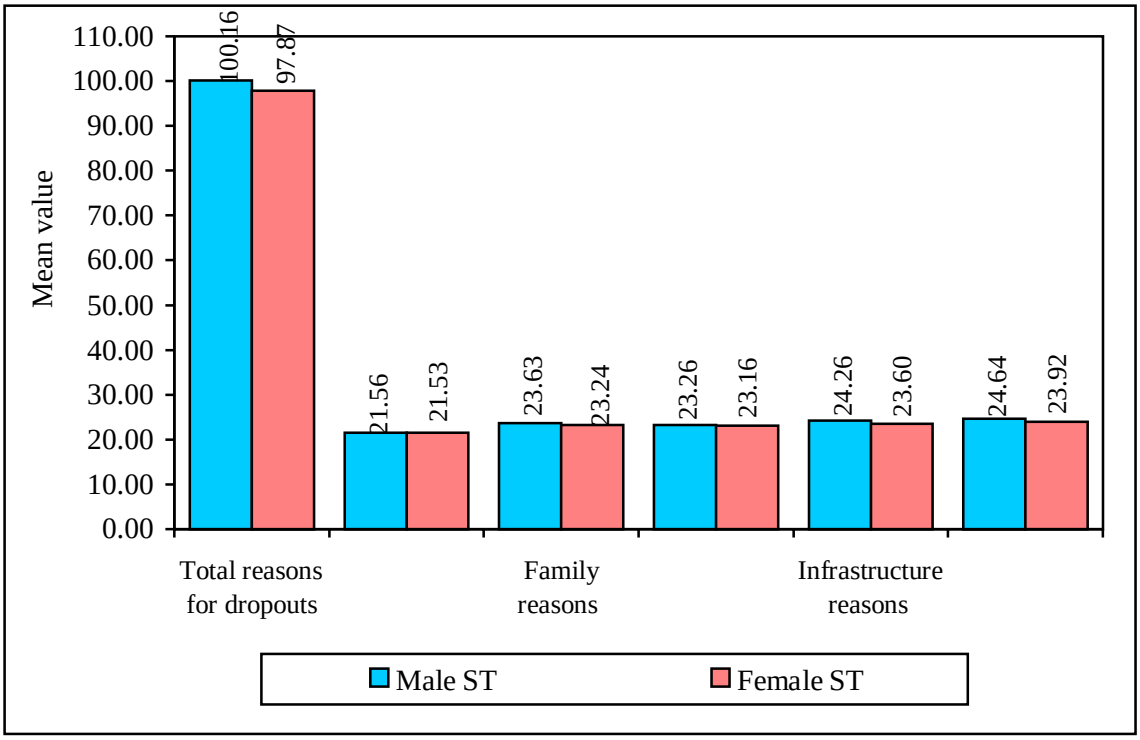
The results of the above table, clearly showed that,

- The calculated value of t i.e. 1.6776, which is lesser than the t tabled value with 298 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is not rejected and alternative hypothesis (H_1) is rejected. Therefore, we concluded that, the mean total dropout scores due to all reasons are similar in ST male students and ST female students of primary schools of Hyderabad Karnataka.
- The calculated value of t i.e. 0.0524, which is smaller than the t tabled value with 298 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is not rejected and alternative hypothesis (H_1) is rejected. Therefore, we concluded that, the mean dropout score due to personal reasons is similar in ST male students and ST female students of primary schools of Hyderabad Karnataka.
- The calculated value of t i.e. 1.6601, which is smaller than the t tabled value with 298 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is not rejected and alternative hypothesis (H_1) is rejected. Therefore, we concluded that, the mean dropout score due to family reasons is similar in ST male students and ST female students of primary schools of Hyderabad Karnataka.
- The calculated value of t i.e. 0.4374, which is smaller than the t tabled value with 298 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is not rejected and alternative hypothesis (H_1) is rejected. Therefore, we concluded that, the mean dropout score due to school reasons is similar in ST male students and ST female students of primary schools of Hyderabad Karnataka.
- The calculated value of t i.e. 2.2136, which is greater than the t tabled value with 298 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is rejected and alternative hypothesis (H_1) is not

rejected. Therefore, we concluded that, the mean dropout score due to infrastructure reasons is significantly higher in ST male students as compared to ST female students of primary schools of Hyderabad Karnataka.

- The calculated value of t i.e. 1.9920, which is greater than the t tabled value with 298 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is rejected and alternative hypothesis (H_1) is not rejected. Therefore, we concluded that, the mean dropout score due to socio-economic reasons is significantly higher in ST male students as compared to ST female students of primary schools of Hyderabad Karnataka. The mean and SD scores of all dimensions scores are also presented in the following figure

Figure-4.25: Comparison between ST male students and ST female students of primary schools of Hyderabad Karnataka with respect to total reasons for dropouts and its dimension scores.



Null Hypothesis-26 (H_0): No significant difference between SC students of 1-4 std., 5-6 std. and 7-8 standard in Hyderabad Karnataka with respect to total reasons for dropouts and its dimension scores (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) in primary schools.

To test the above H_0, the one way ANOVA test was performed and the results are presented in the following table.

Table-4.47: Summery of ANOVA test between SC students of 1-4 std., 5-6 std. and 7-8 standard in primary schools with respect to total reasons for dropouts and its dimension scores at Hyderabad Karnataka.

Dropout reasons	Sum mery	1-4std. SC	5-6std. SC	7-8std. SC	F-value	p-value
Total reasons	Mean	101.63	97.43	99.29	2.1029	0.1237,NS
	SD	12.75	10.06	11.34		
Personal reason	Mean	23.27	21.01	22.03	8.6173	0.0002,S
	SD	3.92	2.85	2.81		
Family reason	Mean	23.17	21.63	23.26	14.3755	0.0001,S
	SD	3.02	2.79	2.43		
School reason	Mean	25.00	21.40	22.52	21.0251	0.0001,S
	SD	0.00	2.93	2.90		
Infrastructure reason	Mean	25.00	25.10	24.61	3.2339	0.0407,S
	SD	1.95	1.69	1.62		
Socio-Economic reason	Mean	23.97	24.99	24.46	2.2907	0.1028,NS
	SD	3.05	1.91	3.10		

The results of the above table, clearly showed that,

- The calculated value of F i.e. 2.1029, which is lesser than the F tabled value with 2 and 297 i.e. 2.9900 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is not rejected and alternative hypothesis (H_1) is rejected. Therefore, we concluded that, the mean total dropout scores due to all reasons are similar in SC students of 1-4 std., 5-6 std. and 7-8 standards of primary schools of Hyderabad Karnataka.

- The calculated value of F i.e. 8.6173, which is greater than the F tabled value with 2 and 297 i.e. 2.9900 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is rejected and alternative hypothesis (H_1) is not rejected. Therefore, we concluded that, the mean dropout scores due to personal reasons are significantly higher in SC 1-4 standard students as compared to 5-6 standards and 7-8 standards of primary schools of Hyderabad Karnataka.

- The calculated value of F i.e. 14.3755, which is greater than the F tabled value with 2 and 297 i.e. 2.9900 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is rejected and alternative hypothesis (H_1) is not rejected. Therefore, we concluded that, the mean dropout scores due to family reasons are significantly higher in SC 7-8 standard students as compared to 1-4 standards and 5-6 standards of primary schools of Hyderabad Karnataka.

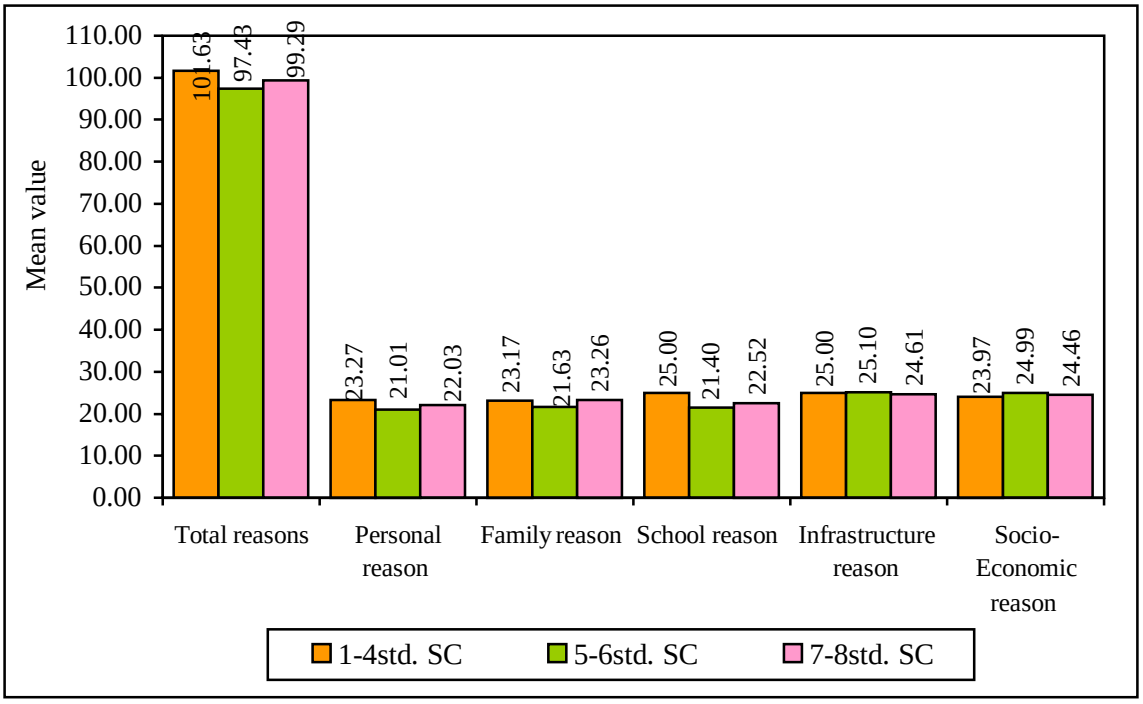
- The calculated value of F i.e. 21.0251, which is greater than the F tabled value with 2 and 297 i.e. 2.9900 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is not rejected and alternative hypothesis (H_1) is rejected. Therefore, we concluded that, the mean dropout scores due to school reasons are significantly higher in SC 1-4

standard students as compared to 5-6 standards and 7-8 standards of primary schools of Hyderabad Karnataka.

- The calculated value of F i.e. 3.2339, which is greater than the F tabled value with 2 and 297 i.e. 2.9900 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is not rejected and alternative hypothesis (H_1) is rejected. Therefore, we concluded that, the mean dropout scores due to infrastructure reasons are significantly higher in SC 5-6 standard students as compared to 1-4 standards and 7-8 standard of primary schools of Hyderabad Karnataka.

- The calculated value of F i.e. 2.2907, which is lesser than the F tabled value with 2 and 297 i.e. 2.9900 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is not rejected and alternative hypothesis (H_1) is rejected. Therefore, we concluded that, the mean dropout scores due to socio-economic reasons are similar in SC students of 1-4 std., 5-6 std. and 7-8 standards of primary schools of Hyderabad Karnataka. The mean and SD scores of all dimensions scores are also presented in the following figure

Figure4.26: Comparison SC students of 1-4 std., 5-6 std. and 7-8 standard in primary schools with respect to total reasons for dropouts and its dimension scores at Hyderabad Karnataka.



Null Hypothesis-27 (H_0): No significant difference between ST students of 1-4 std., 5-6 std. and 7-8 standard in Hyderabad Karnataka with respect to total reasons for dropouts and its dimension scores (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) in primary schools.

To test the above H_0, the one way ANOVA test was performed and the results are presented in the following table.

Table-4.48: Summery of ANOVA test between ST students of 1-4 std., 5-6 std. and 7-8 standard in primary schools with respect to total reasons for dropouts and its dimension scores at Hyderabad Karnataka.

Dropout reasons	Summery	1-4std. ST	5-6std. ST	7-8std. ST	F-value	p-value
Total reasons	Mean	98.53	96.40	100.53	3.5974	0.0287,S
	SD	10.34	9.98	10.70		
Personal reason	Mean	23.07	21.27	21.39	3.7235	0.0254,S
	SD	3.53	3.83	2.98		
Family reason	Mean	23.80	23.25	23.54	1.0137	0.3643NS
	SD	2.44	1.07	1.90		
School reason	Mean	23.83	23.08	23.17	1.8496	0.1593NS
	SD	2.65	1.72	1.75		
Infrastructure reason	Mean	22.67	22.40	24.82	38.4407	0.0001,S
	SD	0.96	2.04	2.19		
Socio-Economic reason	Mean	24.43	23.53	24.69	3.8495	0.0225,S
	SD	3.05	2.61	2.81		

The results of the above table, clearly showed that,

- The calculated value of F i.e. 3.5974, which is greater than the F tabled value with 2 and 267 i.e. 2.9900 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is rejected and alternative

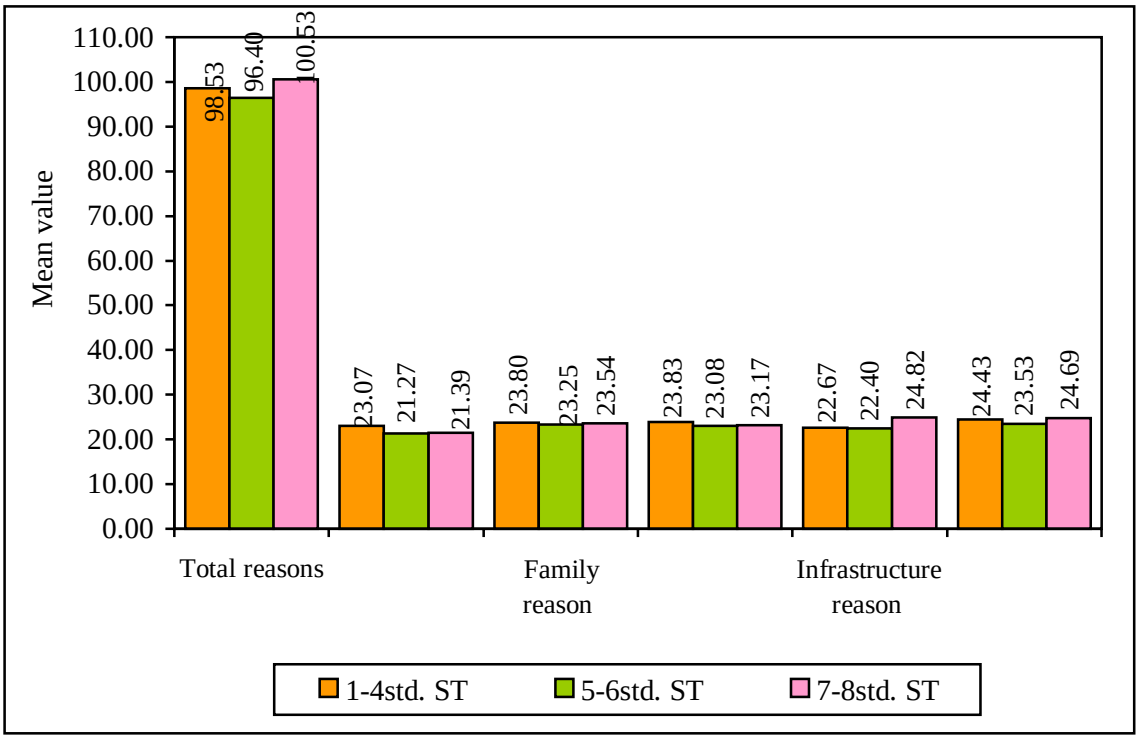
hypothesis (H_1) is not rejected. Therefore, we concluded that, the mean total dropout scores due to all reasons are significantly different in ST students of 1-4 std. as compare to ST 5-6 std. and 7-8 standards of primary schools students of Hyderabad Karnataka.

- The calculated value of F i.e. 3.7235, which is greater than the F tabled value with 2 and 267 i.e. 2.9900 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is rejected and alternative hypothesis (H_1) is not rejected. Therefore, we concluded that, the mean dropout scores due to personal reasons are significantly higher in ST students7-8 standards as compare to 1-4 std., 5-6 std. Of primary schools of Hyderabad Karnataka.
- The calculated value of F i.e. 1.0137, which is smaller than the F tabled value with 2 and 267 i.e. 2.9900 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is not rejected and alternative hypothesis (H_1) is rejected. Therefore, we concluded that, the mean dropout scores due to family reasons are similar in ST students of 1-4 std., 5-6 std. and 7-8 standards of primary schools of Hyderabad Karnataka.
- The calculated value of F i.e. 1.8496, which is smaller than the F tabled value with 2 and 267 i.e. 2.9900 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is not rejected and alternative hypothesis (H_1) is rejected. Therefore, we concluded that, the mean dropout scores due to school reasons are similar in ST students of 1-4 std., 5-6 std. and 7-8 standards of primary schools of Hyderabad Karnataka.
- The calculated value of F i.e. 38.4407, which is greater than the F tabled value with 2 and 267 i.e. 2.9900 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is rejected and alternative hypothesis (H_1) is not rejected. Therefore, we concluded that, the mean

dropout scores due to infrastructure reasons are different in ST students of 1-4 std., 5-6 std. and 7-8 standards of primary schools of Hyderabad Karnataka.

- The calculated value of F i.e. 3.8495, which is greater than the F tabled value with 2 and 267 i.e. 2.9900 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is rejected and alternative hypothesis (H_1) is not rejected. Therefore, we concluded that, the mean dropout scores due to socio-economic reasons are similar in ST students of 1-4 std., 5-6 std. and 7-8 standards of primary schools of Hyderabad Karnataka. The mean and SD scores of all dimensions scores are also presented in the following figure

Figure-4.27: Comparison ST students of 1-4 std., 5-6 std. and 7-8 standard in primary schools with respect to total reasons for dropouts and its dimension scores at Hyderabad Karnataka.



Correlation analysis

In this section, we established a relationship among dimensions scores of reasons for dropout's i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason of SC and ST students in primary schools of Hyderabad Karnataka by applying the Karl Pearson's correlation coefficient technique and the significance was tested by t test based on r value. The statistical significance r-value was set at 5% level of significance. The results are presented in the following figure.

Null Hypothesis-28 (H_0): No significant relationships among dimensions scores of reasons for dropout's i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason of SC and ST students in primary schools of Hyderabad Karnataka.

To test the above H_0, the Karl Pearson's product moment technique has been applied and the results are presented in the following table.

Table-4.49: Summery of Karl Pearson's product moment technique among dimensions scores of reasons for dropouts of SC and ST students in primary schools of Hyderabad Karnataka.

Dimensions	Personal reason	Family reason	School reason	Infrastructure reason	Socio-Economic reason
Personal reason	-				
Family reason	r=0.2297,S	-			
School reason	r=0.1179,S	r=0.0041,NS	-		
Infrastructure reason	r=0.2071,S	r=0.0280,NS	r=-0.0131,NS	-	
Socio-Economic reason	r=0.1135,S	r=0.1112,S	r=0.1006,S	r=0.2022,S	-

From the results of the above table, it can be seen that,

- A significant and positive relationship was observed between dropout scores due to personal reasons and family reasons (r=0.2297, p<0.05),

personal reasons and school reasons (r=0.1179, p<0.05), personal reasons and infrastructure reasons (r=0.2071, p<0.05) and personal reasons and socio-economic reasons (r=0.1135, p<0.05) at 0.05 level of significance. Therefore, the null hypothesis (H_o) is rejected and alternative hypothesis (H_1) is not rejected. Therefore, we concluded that, the dropout scores due to personal reasons, family reasons, school reasons, infrastructure reasons and socio-economic reasons are dependent on each other in this study as a whole.

- A significant and positive relationship was observed between family reasons and socio-economic reasons (r=0.1112, p<0.05) at 0.05 level of significance. Therefore, the null hypothesis (H_o) is rejected and alternative hypothesis (H_1) is not rejected. Therefore, we concluded that, the dropout scores due to family reasons and socio-economic reasons of SC and ST students of primary schools at Hyderabad Karnataka are dependent on each other in this study as a whole.
- A significant and positive relationship was observed between school reasons and socio-economic reasons (r=0.1006, p<0.05) at 0.05 level of significance. Therefore, the null hypothesis (H_o) is rejected and alternative hypothesis (H_1) is not rejected. Therefore, we concluded that, the dropout scores due to school reasons and socio-economic reasons of SC and ST students of primary schools at Hyderabad Karnataka are dependent on each other in this study as a whole.
- A significant and positive relationship was observed between infrastructure reasons and socio-economic reasons (r=0.2022, p<0.05) at 0.05 level of significance. Therefore, the null hypothesis (H_o) is rejected and alternative hypothesis (H_1) is not rejected. Therefore, we concluded that, the dropout scores due to infrastructure reasons and socio-economic reasons of SC and ST students of primary schools at Hyderabad Karnataka are dependent on each other in this study as a whole.

- But rests of combinations are not found significant correlations between them at 0.05 level of significance

Null Hypothesis-29 (H_0): No significant relationships among dimensions scores of reasons for dropout's i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason of SC students in primary schools of Hyderabad Karnataka.

To test the above H_0, the Karl Pearson's product moment technique has been applied and the results are presented in the following table.

Table4.50: Summery of Karl Pearson's product moment technique among dimensions scores of reasons for dropouts of SC students in primary schools of Hyderabad Karnataka.

Dimensions	Personal reason	Family reason	School reason	Infrastructure reason	Socio-Economic reason
Personal reason	-				
Family reason	r=0.3368, S	-			
School reason	r=0.1872, S	r=-0.0332, NS	-		
Infrastructure reason	r=0.1271, S	r=0.0060,NS	r=0.0249,NS	-	
Socio-Economic reason	r=0.0291,NS	r=0.0693,NS	r=0.0949, NS	r=0.1978, S	-

From the results of the above table, it can be seen that,

- A significant and positive relationship was observed between dropout scores due to personal reasons and family reasons ($r=0.3368$, $p<0.05$), personal reasons and school reasons ($r=0.1872$, $p<0.05$), personal reasons and infrastructure reasons ($r=0.1271$, $p<0.05$) at 0.05 level of significance. Therefore, the null hypothesis (H_o) is rejected and alternative hypothesis (H_1) is not rejected. Therefore, we concluded that, the dropout scores due to personal reasons, family reasons, school reasons, and infrastructure reasons of SC students in primary schools of Hyderabad Karnataka dependent on each other.
- A significant and positive relationship was observed between infrastructure reasons and socio-economic reasons ($r=0.1978$, $p<0.05$) at 0.05 level of significance. Therefore, the null hypothesis (H_o) is rejected and alternative hypothesis (H_1) is not rejected. Therefore, we concluded that, the dropout scores due to infrastructure reasons and socio-economic reasons of SC students in primary schools of Hyderabad Karnataka are dependent on each other.
- But rests of combinations are not found significant correlations between them at 0.05 level of significance

Null Hypothesis-30 (H_0): No significant relationships among dimensions scores of reasons for dropout's i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason of ST students in primary schools of Hyderabad Karnataka.

To test the above H_0, the Karl Pearson's product moment technique has been applied and the results are presented in the following table.

Table4.51: Summery of Karl Pearson's product moment technique among dimensions scores of reasons for dropouts of ST students in primary schools of Hyderabad Karnataka.

Dimensions	Personal reason	Family reason	School reason	Infrastructure reason	Socio-Economic reason
Personal reason	-				
Family reason	r=0.0949, NS	-			
School reason	r=0.0295, NS	r=-0.0100, NS	-		
Infrastructure reason	r=0.2695, S	r=0.1500, S	r=0.0180, NS	-	
Socio-Economic reason	r=0.2028, S	r=0.2160, S	r=0.1430, S	r=0.2040, S	-

From the results of the above table, it can be seen that,

- A significant and positive relationship was observed between dropout scores due to personal reasons and infrastructure reasons (r=0.2695, p<0.05), personal reasons and Socio-Economic reason reasons (r=0.2028, p<0.05) at 0.05 level of significance. Therefore, the null hypothesis (H_o) is rejected and alternative hypothesis (H_1) is not rejected. Therefore, we concluded that, the dropout scores due to personal reasons, infrastructure reasons and Socio-Economic reason of ST students in primary schools of Hyderabad Karnataka dependent on each other.

- A significant and positive relationship was observed between dropout scores due to Family reasons and infrastructure reasons ($r=0.1500$, $p<0.05$), Family reasons and Socio-Economic reason reasons ($r=0.2160$, $p<0.05$) at 0.05 level of significance. Therefore, the null hypothesis (H_o) is rejected and alternative hypothesis (H_1) is not rejected. Therefore, we concluded that, the dropout scores due to Family reasons, infrastructure reasons and Socio-Economic reason of ST students in primary schools of Hyderabad Karnataka dependent on each other.
- A significant and positive relationship was observed between dropout scores due to School reasons and Socio-Economic reason reasons ($r=0.1430$, $p<0.05$) at 0.05 level of significance. Therefore, the null hypothesis (H_o) is rejected and alternative hypothesis (H_1) is not rejected. Therefore, we concluded that, the dropout scores due to School reasons and Socio-Economic reason of ST students in primary schools of Hyderabad Karnataka dependent on each other.
- A significant and positive relationship was observed between dropout scores due to Infrastructure reasons and Socio-Economic reason reasons ($r=0.2040$, $p<0.05$) at 0.05 level of significance. Therefore, the null hypothesis (H_o) is rejected and alternative hypothesis (H_1) is not rejected. Therefore, we concluded that, the dropout scores due to Infrastructure reasons and Socio-Economic reason of ST students in primary schools of Hyderabad Karnataka dependent on each other.
- But rests of combinations are not found significant correlations between them at 0.05 level of significance.

SECTION-II:

ANALYSIS OF REASONS FOR DROPOUTS OF STUDENTS FROM THE PARENT'S POINT OF VIEW IN PRIMARY SCHOOLS AT HYDERABAD KARNATAKA DISTRICTS:

In this section, we analyzed the data related to reasons for dropouts of students from the parent's point of view in Primary Schools at Hyderabad Karnataka Districts and the results are presented in the following tables.

: Demographic profile of parents

In this division, the demographic profile of parents of SC and ST students were studied and assessed the reasons for dropouts of students from the parent's point of view in Primary Schools at Hyderabad Karnataka Districts

Table-4.52: District wise distribution of parents of SC and ST students of Hyderabad Karnataka.

Districts	No of parents	% of parents
Kalburgi	40	20.00
Yadagiri	40	20.00
Raichur	40	20.00
Koppal	40	20.00
Bidar	40	20.00
Total	200	100.00

From the results of the above table, it clearly reveals that, out of a total of 200 parents of SC and ST students of Hyderabad Karnataka, in which, 20.00% each were selected from five districts. The distribution is also presented in the following figure.

Figure-4.28: District wise distribution of parents of SC and ST students of Hyderabad Karnataka.

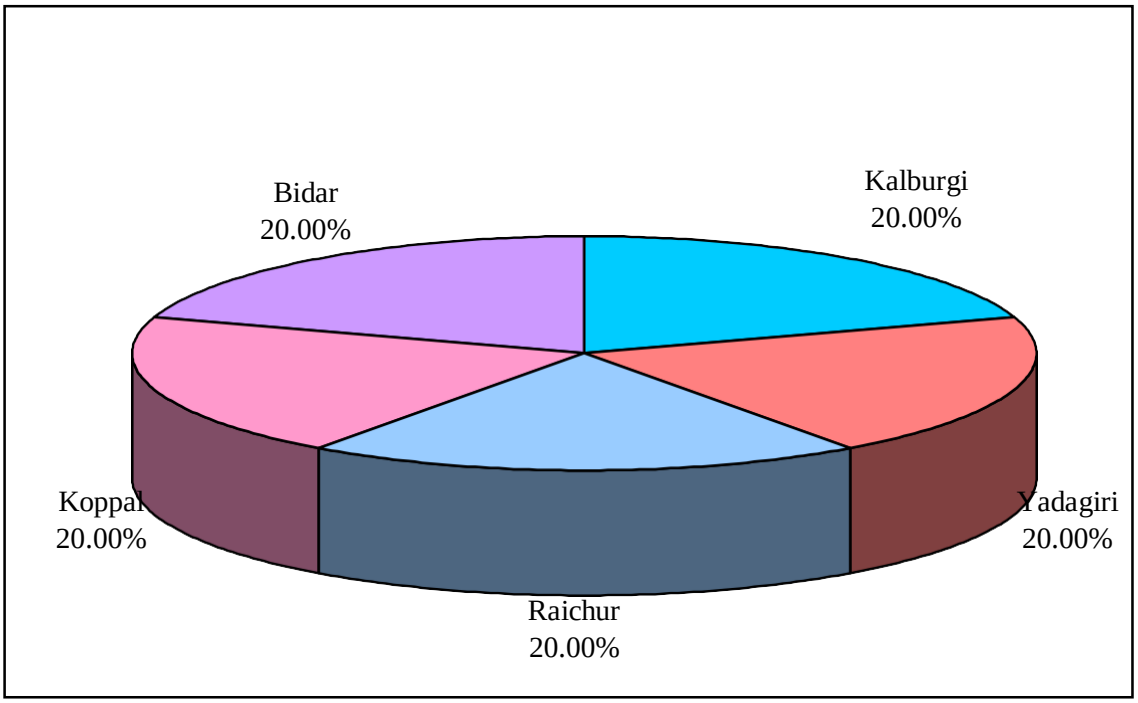


Table.No-4.53: Distribution of father and mothers of students of Hyderabad Karnataka.

Gender	No of parents	% of parents
Father	100	50.00
Mother	100	50.00
Total	200	100.00

From the results of the above table, it clearly reveals that, out of a total of 200 parents of SC and ST students of Hyderabad Karnataka, in

which, 50.00% each were fathers and mothers. The distribution is also presented in the following figure.

Figure-4.29: Distribution of father and mothers of students of Hyderabad Karnataka.

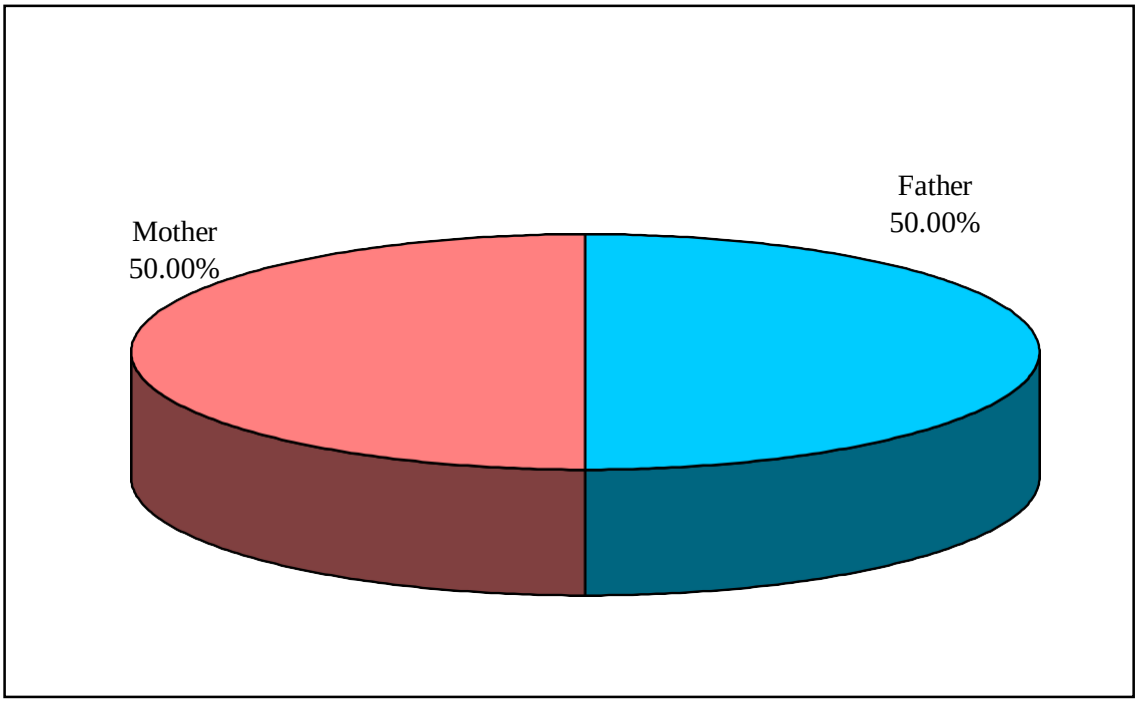


Table-4.54: Distribution of parents of SC and ST students of Hyderabad Karnataka

Caste category	No of parents	% of parents
SC caste	98	49.00
ST caste	102	51.00
Total	200	100.00

From the results of the above table, it clearly reveals that, out of a total of 200 parents of SC and ST students of Hyderabad Karnataka, in which, a maximum of 102 (51.00%) are from ST caste and 98 (49.00%)

are from SC caste. The distribution is also presented in the following figure.

Figure-4.30: Distribution of parents of SC and ST students of Hyderabad Karnataka.

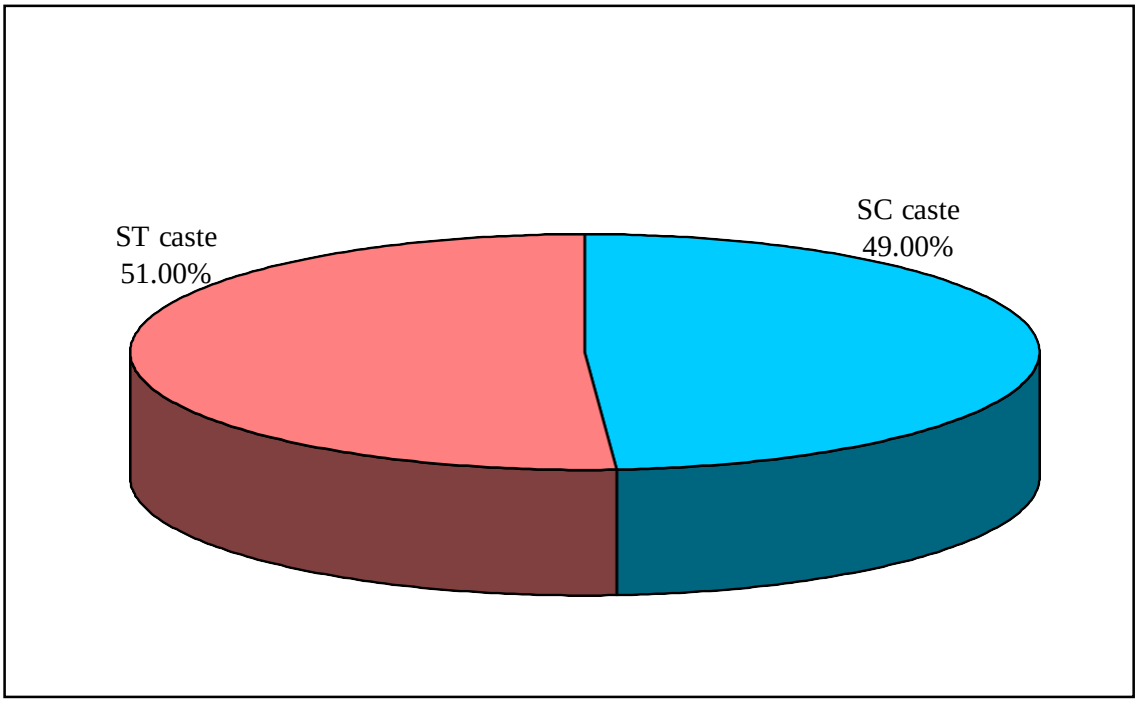


Table-4.55: Income wise distribution of parents of SC and ST students of Hyderabad Karnataka.

Income groups	No of parents	% of parents
< 1000	34	17.00
1000-3000	87	43.50
3000-5000	56	28.00
> 5000	23	11.50
Total	200	100.00

From the results of the above table, it clearly reveals that, out of a total of 200 parents of SC and ST students of Hyderabad Karnataka, in which, a maximum of 87 (43.50%) are belongs to 1000-3000 income groups and minimum of 23 (11.50%) are belongs to >5000 income groups followed by others. The distribution is also presented in the following figure.

Figure-4.31: Income wise distribution of parents of SC and ST students of Hyderabad Karnataka.

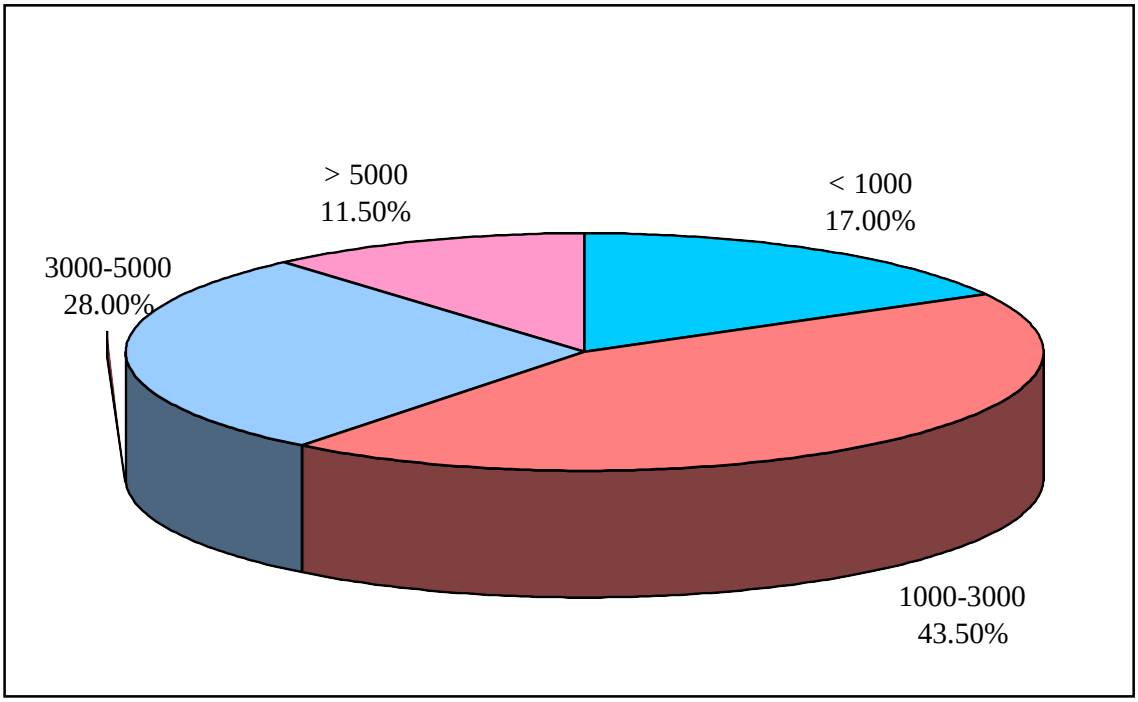
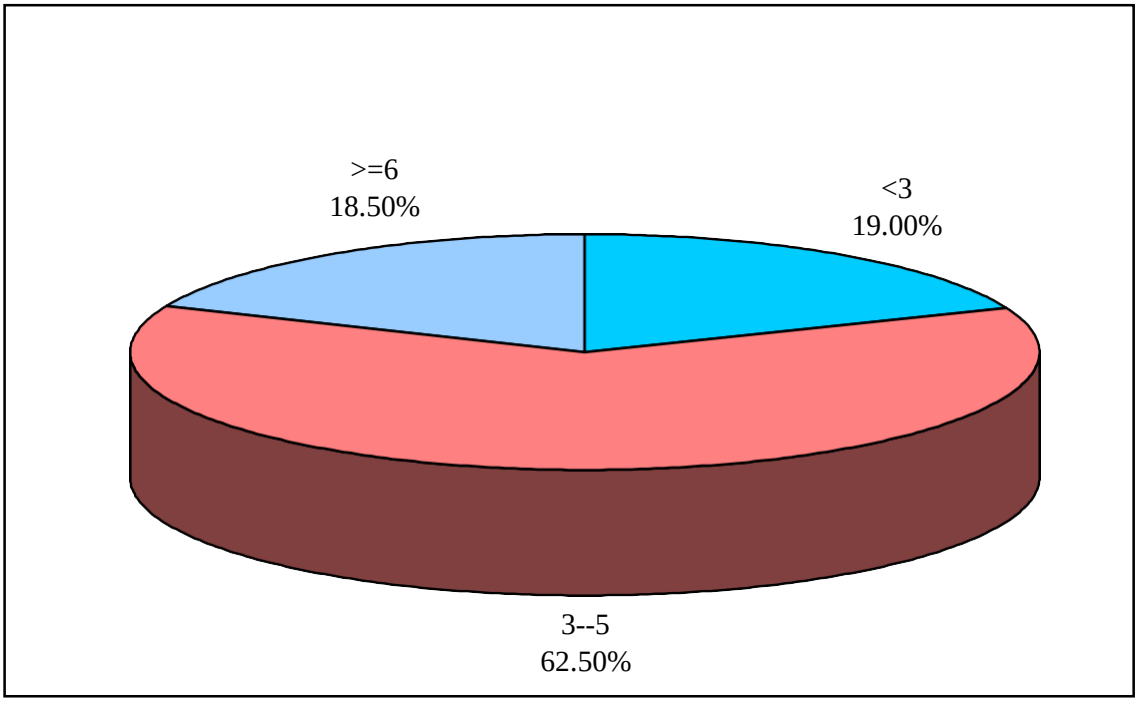


Table-4.56: Number of children wise distribution of parents of SC and ST students of Hyderabad Karnataka.

Number of children	No of parents	% of parents
<3	38	19.00
3--5	105	52.50
>=6	57	28.50
Total	200	100.00

From the results of the above table, it clearly reveals that, out of a total of 200 parents of SC and ST students of Hyderabad Karnataka, in which, a maximum of 125 (62.50%) of parents have 3-5childrens and minimum of 37 (18.50%) parents have >=6 children's followed by 38 (19.00%) of parents have <3 parents. The distribution is also presented in the following figure.

Figure-4.32: Number of children attended school wise distribution of parents of SC and ST students of Hyderabad Karnataka.



: Association between reasons for dropouts of students from the parent's point of view with demographic characteristics in Primary Schools at Hyderabad Karnataka Districts

In this section, we assessed the association between reasons for dropouts of students from the parent's point of view with demographic profile in Primary Schools at Hyderabad Karnataka Districts by applying the Pearson's chi-square test for independence and significance was set at 5% level ($p<0.05$) and the results are presented in the following tables

Table-4.57: Association between reasons for dropouts of students from the parent's point of view in primary schools with districts of Hyderabad Karnataka.

Reasons	Kalburgi	Yadagiri	Raichur	Koppal	Bidar	Total
No Separate School for girls	8	8	8	8	5	37
Absenteeism of teachers	11	11	11	12	10	55
Need to household chores	9	8	9	8	9	43
Early marriage	5	5	5	5	6	26
Poor economic conditions	2	2	2	2	2	10
Easy availability of employment/demand of labour	5	6	5	5	8	29
Total	40	40	40	40	40	200
Chi-square=2.6212, p=1.0000						

From the results of the above table, it can be seen that, in all districts, all parents have given a similar and maximum towards the dropouts because of Absenteeism of teachers followed early marriage and Easy availability of employment/demand of labor as compared to other reasons. The opinion on reasons about the dropouts in five districts by parents is not found to be statistically significant (Chi-square=2.6212, p=1.0000).

Figure-4-33: Comparison between reasons for dropouts of students from the parent's point of view in primary schools with districts of Hyderabad Karnataka.

Table-4.58: Association between reasons for dropouts of students from the parent's point of view in primary schools at Hyderabad Karnataka Districts with gender of parents.

Reasons	Father	%	Mother	%	Total
No Separate School for girls	26	26.00	11	11.00	37
Absenteeism of teachers	28	28.00	27	27.00	55
Need to household chores	18	18.00	25	25.00	43
Early marriage	7	7.00	19	19.00	26
Poor economic conditions	8	8.00	2	2.00	10
Easy availability of employment/demand of labour	13	13.00	16	16.00	29
Total	100	100.00	100	100.00	200
Chi-square=16.6882 P = 0.0050, S					

From the results of the above table, it can be seen that, a maximum of 28% of fathers of students felt that, the dropout of students because of Absenteeism of teachers in primary schools and minimum of 7% of **fathers** of students have felt that, the dropout of students in primary schools because of early marriage followed by No Separate School for girls, Need to household chores, Poor economic conditions and Easy availability of employment/demand of labor. However, a maximum of 27% of **mothers** of students felt that, the dropout of students because of Absenteeism of teachers in primary schools and minimum of 2% of mothers of students felt that, the dropout of students because of Poor economic conditions followed by others reasons. The difference is found to be statistically significant (Chi-square=16.6882, P = 0.0050). The detailed results are presented in the above table and following figure

Figure-4.34: Comparison of reasons for dropouts of students from the parent's point of view in primary schools at Hyderabad Karnataka Districts with gender of parents.

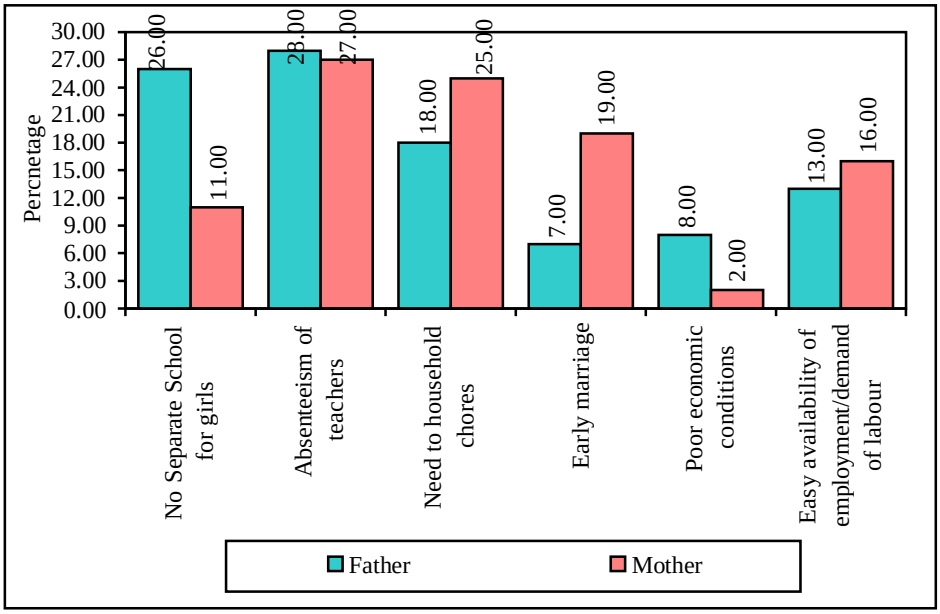


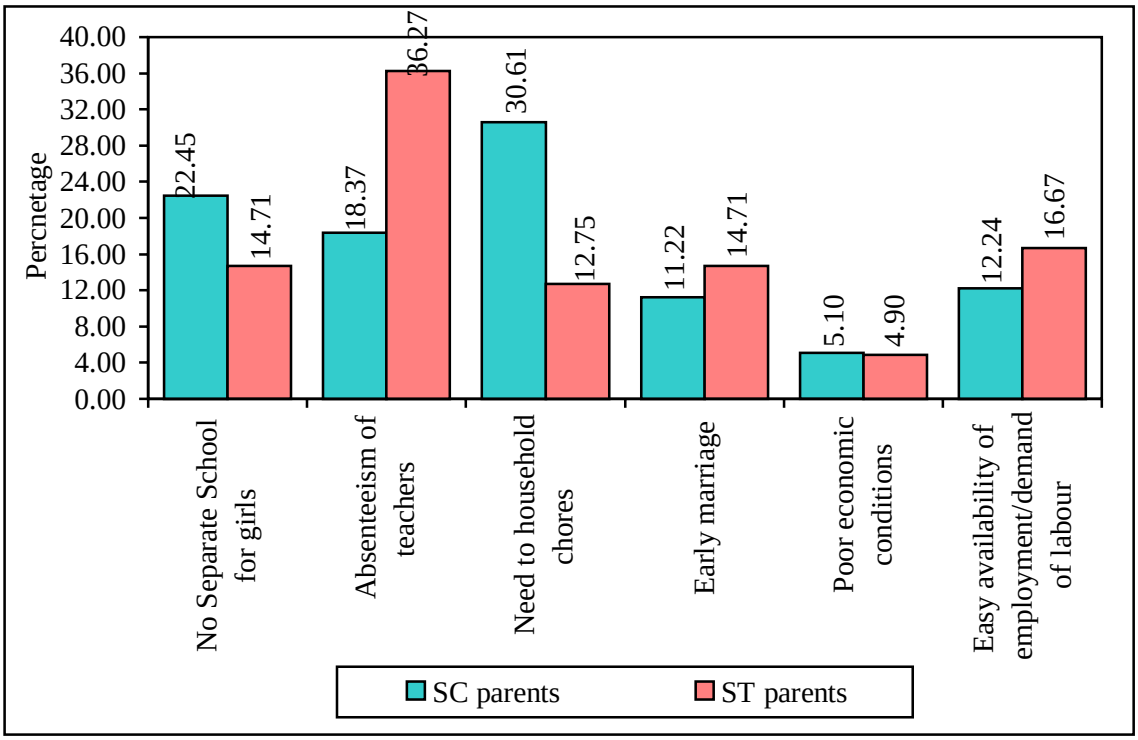
Table-4.59: Association between reasons for dropouts of students from the parent's point of view in primary schools at Hyderabad Karnataka Districts with category of caste of parents.

Reasons	SC parents	%	ST parents	%	Total
No Separate School for girls	22	22.45	15	14.71	37
Absenteeism of teachers	18	18.37	37	36.27	55
Need to household chores	30	30.61	13	12.75	43
Early marriage	11	11.22	15	14.71	26
Poor economic conditions	5	5.10	5	4.90	10
Easy availability of employment/demand of labour	12	12.24	17	16.67	29
Total	98	100.00	102	100.00	200
Chi-square= 16.0130,p=0.0030, S					

From the results of the above table, it can be seen that, a maximum of 30.61% of parents of SC students felt that, the dropout of students because of Need to household chores and minimum of 5.10% of parents of

SC students have felt that, the dropout of students in primary schools because of Poor economic conditions by No Separate School for girls, Absenteeism of teachers, Poor economic conditions and Easy availability of employment/demand of labor. However, a maximum of 36.27% of parents of ST students felt that, the dropout of students because of Absenteeism of teachers and minimum of 4.90% of parents of ST students have felt that, the dropout of students in primary schools because of Poor economic conditions by No Separate School for girls, Need to household chores, Early marriage and Easy availability of employment/demand of labour. The difference is found to statistically significant (Chi-square= 16.0130, p=0.0030)

Figure-4.35: Comparison between reasons for dropouts of students from the parent's point of view in primary schools at Hyderabad Karnataka Districts with category of caste of parents.



SECTION III:

Analysis of reasons for dropouts of students from the teacher's point of view in Primary Schools at Hyderabad Karnataka Districts

In this section, we analyzed the data related to reasons for dropouts of students from the teacher's point of view in Primary Schools at Hyderabad Karnataka Districts and the results are presented in the following tables.

: Demographic profile of teachers

In this division, the demographic profile of teachers of primary schools were studied and assessed the reasons for dropouts of students from the teachers point of view in Primary Schools at Hyderabad Karnataka Districts and the details are presented in the following tables.

Table-4.60: Distribution of teachers of primary schools by districts in Hyderabad Karnataka.

Districts	No of teachers	% of teachers
Kalburgi	40	20.00
Yadagiri	40	20.00
Raichur	40	20.00
Koppal	40	20.00
Bidar	40	20.00
Total	200	100.00

From the results of the above table, it clearly reveals that, out of a total of 200 teachers of SC and ST students of Hyderabad Karnataka, in which, 20.00% each were selected from five districts. The distribution is also presented in the following figure.

Figure-4.36: Distribution of teachers of SC and ST students in primary schools of Hyderabad Karnataka.

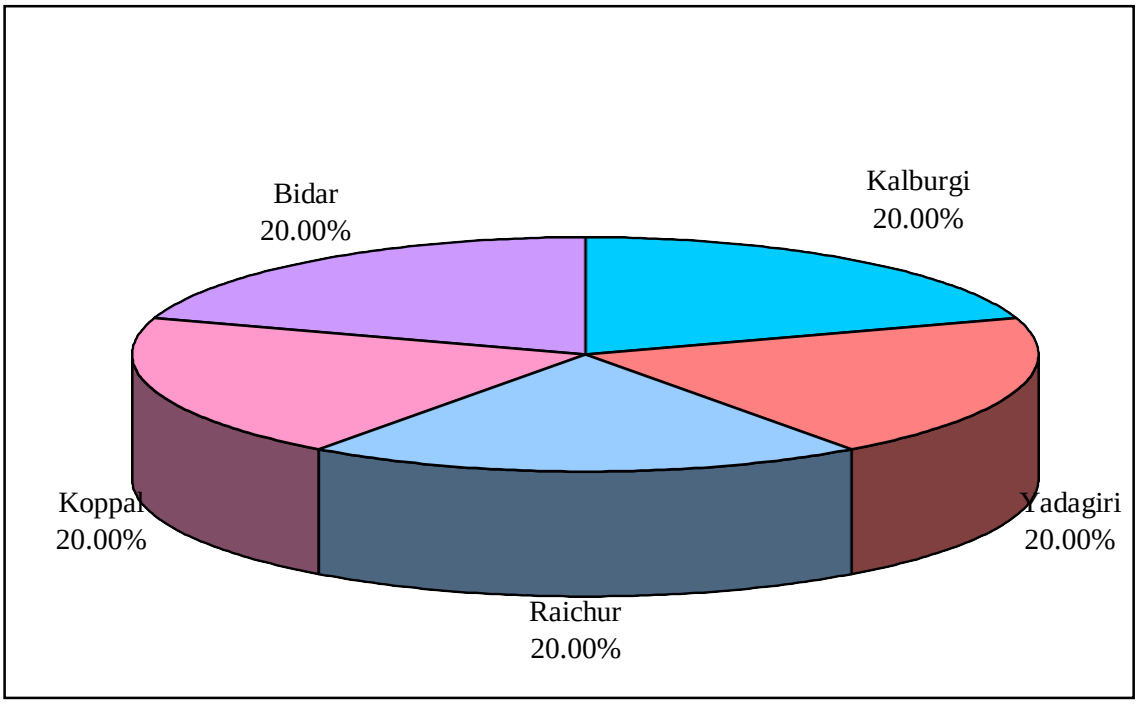


Table-4.61: Distribution of teachers of primary schools in Hyderabad Karnataka by locations.

Locations	No of teachers	% of teachers
Rural	100	50.00
Urban	100	50.00
Total	200	100.00

From the results of the above table, it clearly reveals that, out of a total of 200 teachers of SC and ST students in primary schools of Hyderabad Karnataka, in which, 50.00% each were from rural and 50.00% from urban area. The distribution is also presented in the following figure.

Figure4.37: Distribution of teachers of primary schools in Hyderabad Karnataka by locations.

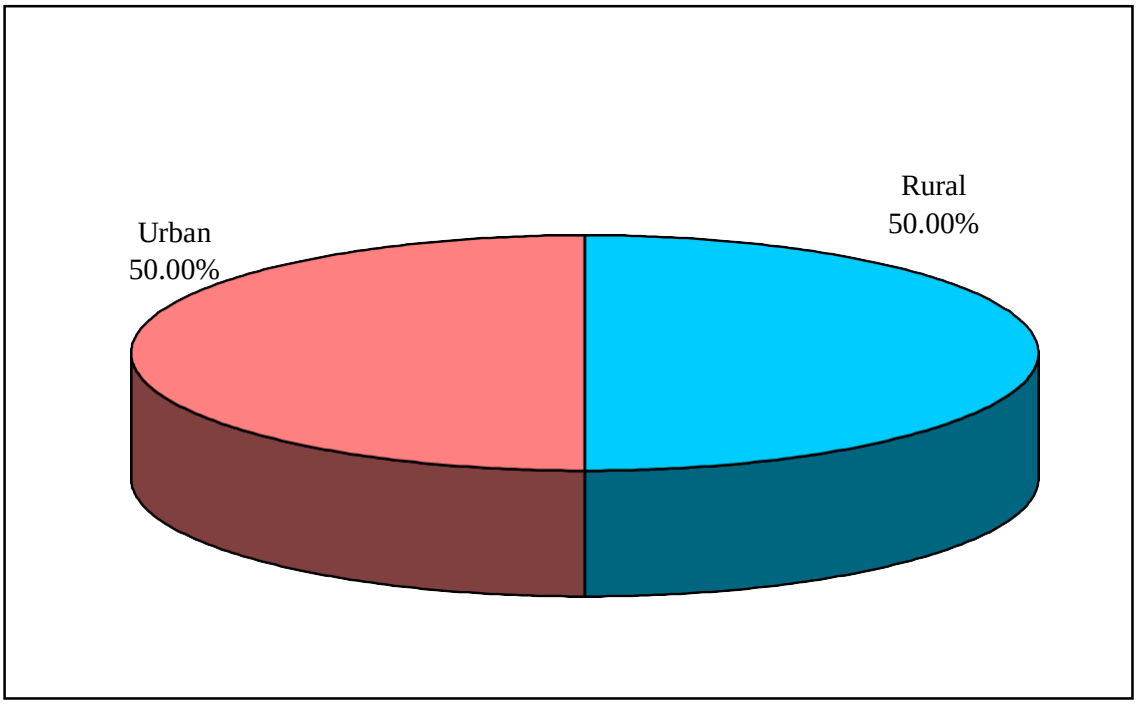


Table-4.62: Distribution of teachers of government, aided and unaided primary schools of Hyderabad Karnataka.

Types of management	No of teachers	% of teachers
Government	60	30.00
Aided	70	35.00
Unaided	70	35.00
Total	200	100.00

From the results of the above table, it clearly reveals that, out of a total of 200 teachers of primary schools of Hyderabad Karnataka, in which, a maximum of 70 (35.00%) each from aided and unaided schools and 60 (30.00%) are from government schools. The distribution is also presented in the following figure.

Figure-4.38: Distribution of teachers of government, aided and unaided primary schools of Hyderabad Karnataka.

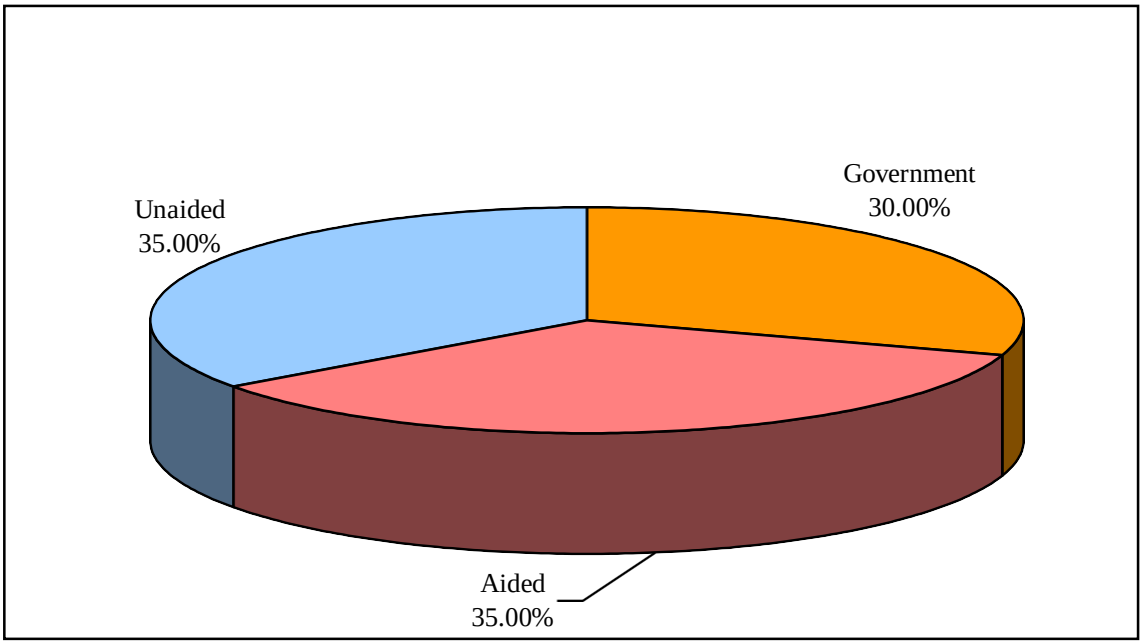


Table-4.63: Distribution of male and female teachers of primary schools of Hyderabad Karnataka.

Gender	No of teachers	% of teachers
Male	92	46.00
Female	108	54.00
Total	200	100.00

From the results of the above table, it clearly reveals that, out of a total of 200 teachers of SC and ST students in primary schools of Hyderabad Karnataka, in which, 54.00% are females and 46.00% are males. The distribution is also presented in the following figure.

Figure-4.39: Distribution of male and female teachers of primary schools of Hyderabad Karnataka.

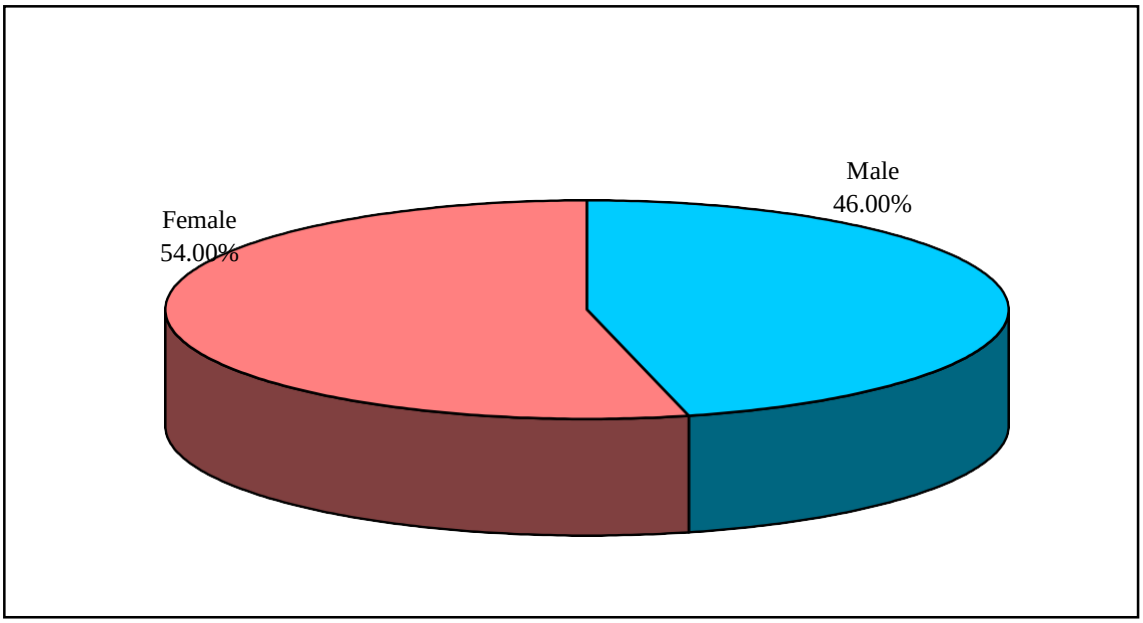
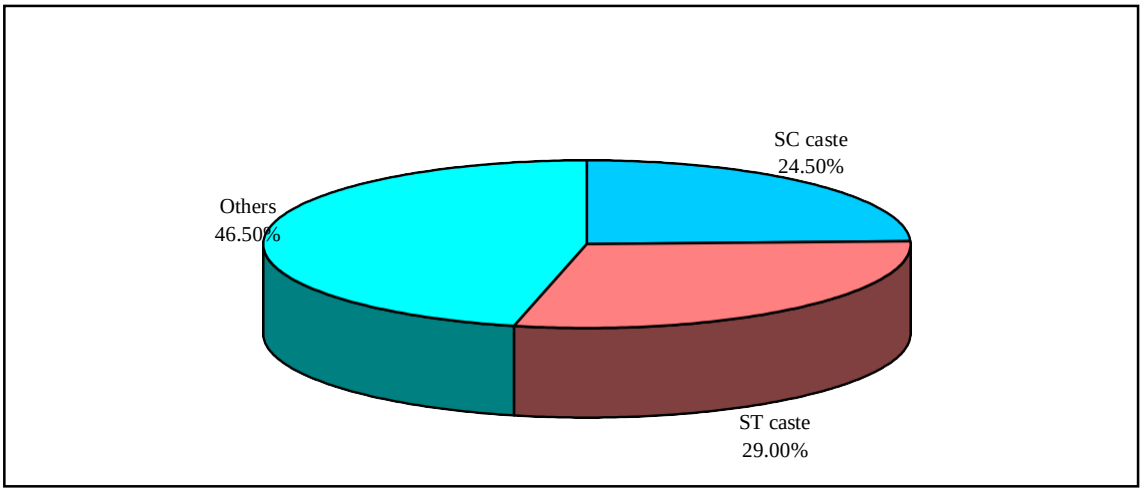


Table-4.64: Distribution of castes of teachers of primary schools of Hyderabad Karnataka.

Caste category	No of teachers	% of teachers
SC caste	49	24.50
ST caste	58	29.00
Others	93	46.50
Total	200	100.00

From the results of the above table, it clearly reveals that, out of a total of 200 teachers of SC and ST students in primary schools of Hyderabad Karnataka, in which, 46.50% of teachers belongs to other than SC and ST castes, 24.50% of teachers are belongs to SC caste and 29.00% of teachers are belongs to ST caste. The distribution is also presented in the following figure.

Figure-4.40: Distribution of castes of teachers of primary schools of Hyderabad Karnataka.



: Association between reasons for dropouts of teachers from the parent's point of view with demographic characteristics in Primary Schools at Hyderabad Karnataka Districts.

In this section, we assessed the association between reasons for dropouts of teachers from the parent's point of view with demographic profile in Primary Schools at Hyderabad Karnataka Districts by applying the Pearson's chi-square test for independence and significance was set at 5% level ($p<0.05$) and the results are presented in the following tables

Table-4.65: Comparison between reasons for dropouts of students from the teacher's point of view in primary schools with districts of Hyderabad Karnataka.

Reasons	Kalburgi	Yadagiri	Raichur	Koppal	Bidar	Total
No separate School for girls	1	1	1	2	1	6
Afraid of teachers	1	0	1	0	1	3
Lack of toilets in school	0	0	0	1	0	1
To look after siblings	1	1	1	1	1	5
Absenteeism of teachers	12	11	12	11	12	58
Need to household chores	10	8	12	9	10	49
Parents not interested	11	14	10	13	11	59
Easy availability of employment/demand of labour	4	5	3	3	4	19
Total	40	40	40	40	40	200
Chi-square=9.3209,p=0.9998						

From the results of the above table, it can be seen that, in all districts, all teachers have given a similar and maximum towards the dropouts because of Absenteeism of teachers followed early marriage and Easy availability of employment/demand of labor as compared to other reasons. The opinion on reasons about the dropouts in five districts by teachers is not found to be statistically significant (Chi-square=9.3209, p=0.9998).

Figure-4.41: Comparison of between reasons for dropouts of students from the teacher's point of view in primary schools in districts of Hyderabad Karnataka.

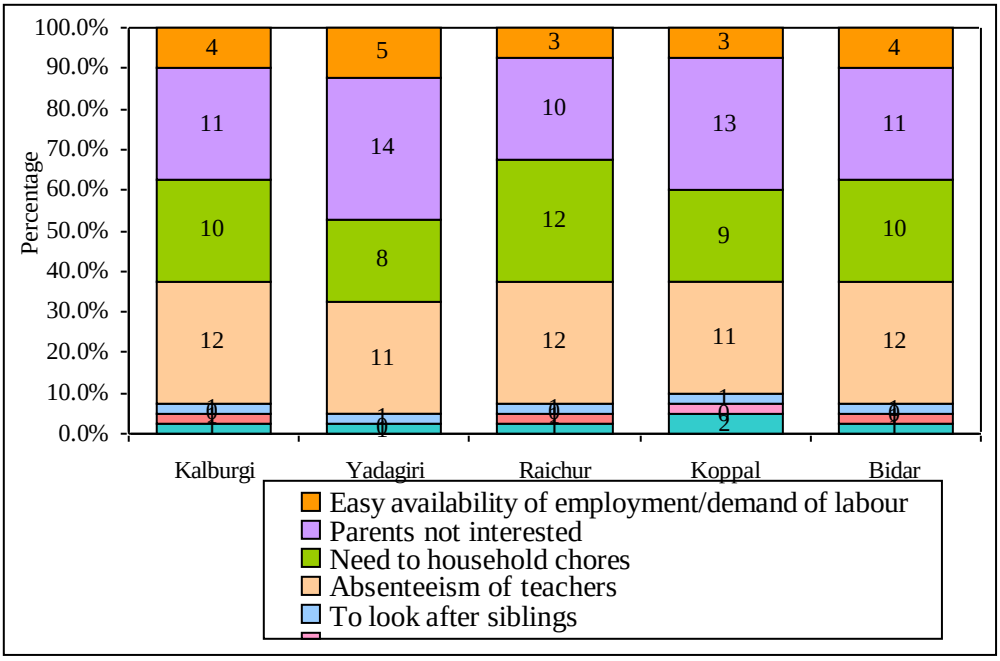


Table-4.66: Comparison between reasons for dropouts of students from the teacher's point of view in primary schools with locations of schools of Hyderabad Karnataka.

Reasons	Rural	%	Urban	%	Total
No separate School for girls	6	6.00	0	0.00	6
Afraid of teachers	0	0.00	3	3.00	3
Lack of toilets in school	1	1.00	0	0.00	1
To look after siblings	0	0.00	5	5.00	5
Absenteeism of teachers	24	24.00	34	34.00	58
need to household chores	28	28.00	21	21.00	49
Parents not interested	32	32.00	27	27.00	59
Easy availability of employment/demand of labour	9	9.00	10	10.00	19
Total	100	100.00	100	100.00	200
Chi-square= 18.2011, p=0.0111, S					

From the results of the above table, it can be seen that, a maximum of 32% of teachers of rural primary schools felt that, the dropout of

students because of Parents not interested in primary schools and minimum of 0% and 1% of teachers of rural primary schools have felt that, the dropout of students in primary schools because of Afraid of teachers, Lack of toilets in school and To look after siblings followed other reasons. However, a maximum of 34% of teachers of urban primary schools felt that, the dropout of students because of Absenteeism of teachers and minimum of 0% and 1% of teachers of urban primary schools have felt that, the dropout of students in primary schools because of No separate School for girls, Lack of toilets in school and Afraid of teachers followed other reasons. The difference is found to be statistically significant (Chi-square= 18.2011, p=0.0111). The detailed results are presented in the above table and following figure.

Figure-4.42: Comparisons between reasons for dropouts of students from the teacher's point of view in primary schools with locations of schools of Hyderabad Karnataka.

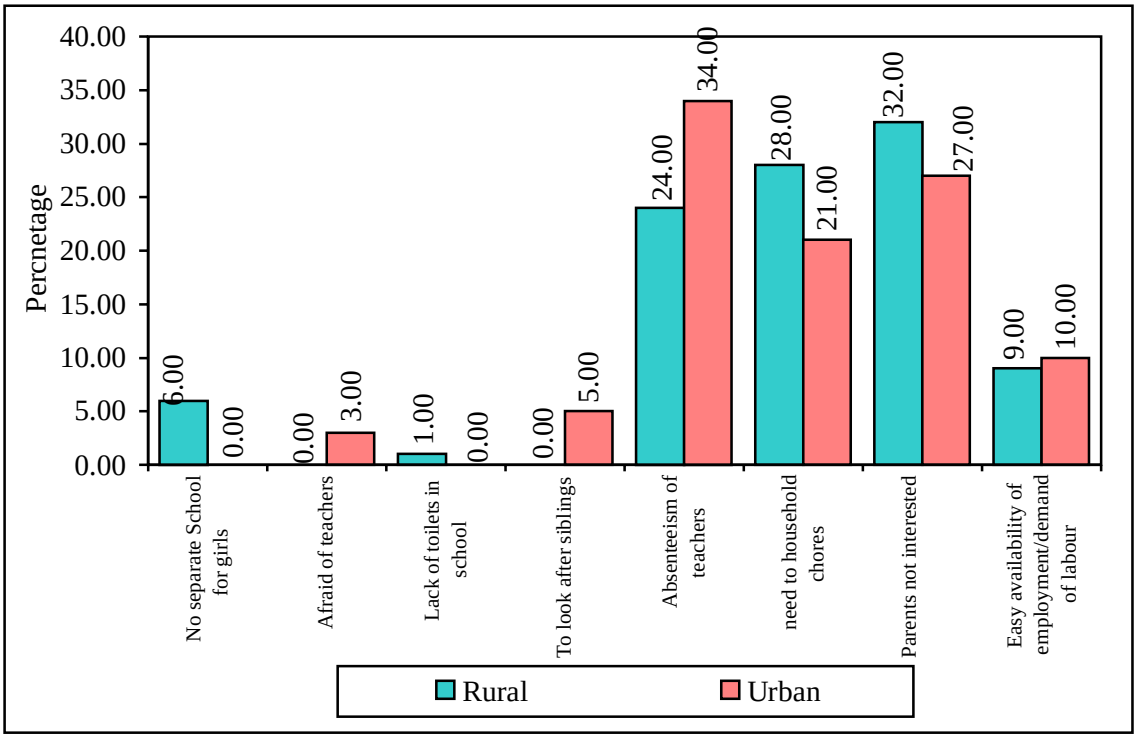


Table-4.67: Comparison between reasons for dropouts of students from the teacher's point of view in primary schools with managements.

Reasons	Government	%	Aided	%	Unaided	%	Total
No separate School for girls	0	0.00	6	8.57	0	0.00	6
Afraid of teachers	0	0.00	3	4.29	0	0.00	3
Lack of toilets in school	1	1.67	0	0.00	0	0.00	1
To look after siblings	5	8.33	0	0.00	0	0.00	5
Absenteeism of teachers	23	38.33	16	22.86	19	27.14	58
need to household chores	11	18.33	8	11.43	30	42.86	49
Parents not interested	16	26.67	28	40.00	15	21.43	59
Easy availability of employment/demand of labour	4	6.67	9	12.86	6	8.57	19
Total	60	100.0	70	100.0	70	100.0	200
Chi-square= 54.6789,p=0.0001, S							

Form the above table, it can be seen that, a maximum of 38.33% of government teachers are felt that, the dropouts of students because of Absenteeism of teachers, 40.00% of aided teachers are felt that, the dropouts of students because of Parents not interested and 42.86% of unaided teachers are felt that, the dropouts of students because of need to household chores followed by others. a significant difference was observed between government, aided and unaided primary school teachers with respect to their opinion of reasons for dropouts of students (Chi-square= 54.6789,p=0.0001). The detailed results are presented in the above table and following figure.

Figure-4.43: Comparison between reasons for dropouts of students from the teacher's point of view in primary schools with managements.

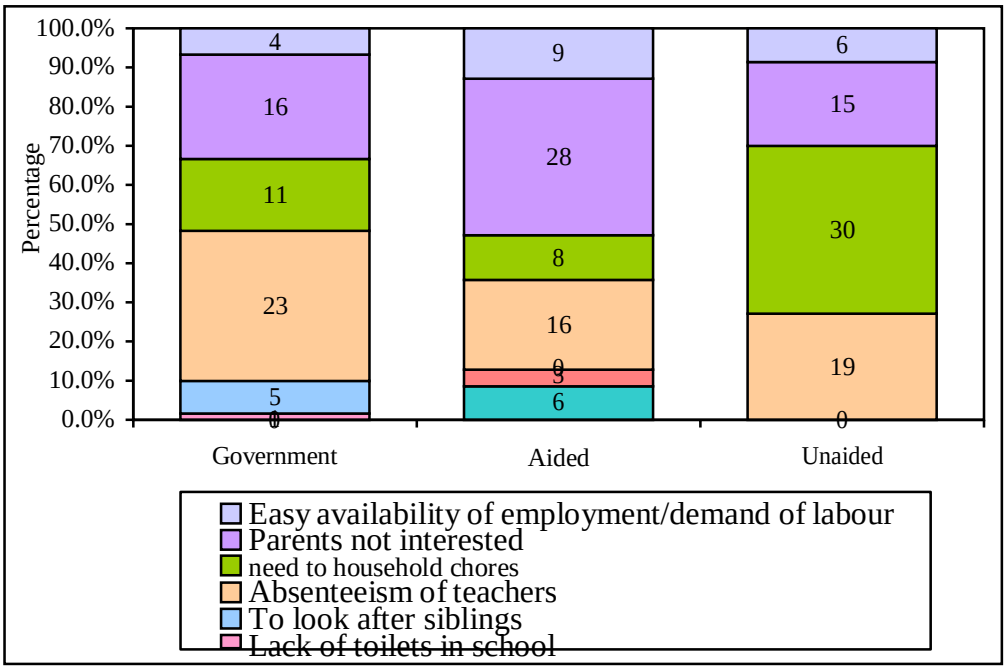


Table-4.68: Association between reasons for dropouts of students from the teacher's point of view in primary schools with gender of teachers of Hyderabad Karnataka.

Reasons	Male	%	Female	%	Total
No separate School for girls	3	3.26	3	2.78	6
Afraid of teachers	2	2.17	1	0.93	3
Lack of toilets in school	1	1.09	0	0.00	1
To look after siblings	5	5.43	0	0.00	5
Absenteeism of teachers	22	23.91	36	33.33	58
need to household chores	22	23.91	27	25.00	49
Parents not interested	31	33.70	28	25.93	59
Easy availability of employment/demand of labour	6	6.52	13	12.04	19
Total	92	100.00	108	100.00	200
Chi-square= 11.7500, p=0.1091					

Form the above table, it can be seen that, a maximum of 33.70% of male teachers are felt that, the dropouts of students because of Parents not interested, and 33.33% of female teachers are felt that, the dropouts of students because of Absenteeism of teachers followed by others. A non significant difference was observed between male and female teachers of primary school with respect to their opinion of reasons for dropouts of students (Chi-square= 11.7500, p=0.1091). The detailed results are presented in the above table and following figure.

Figure-4.44: Comparison between reasons for dropouts of students from the teacher's point of view in primary schools with gender.

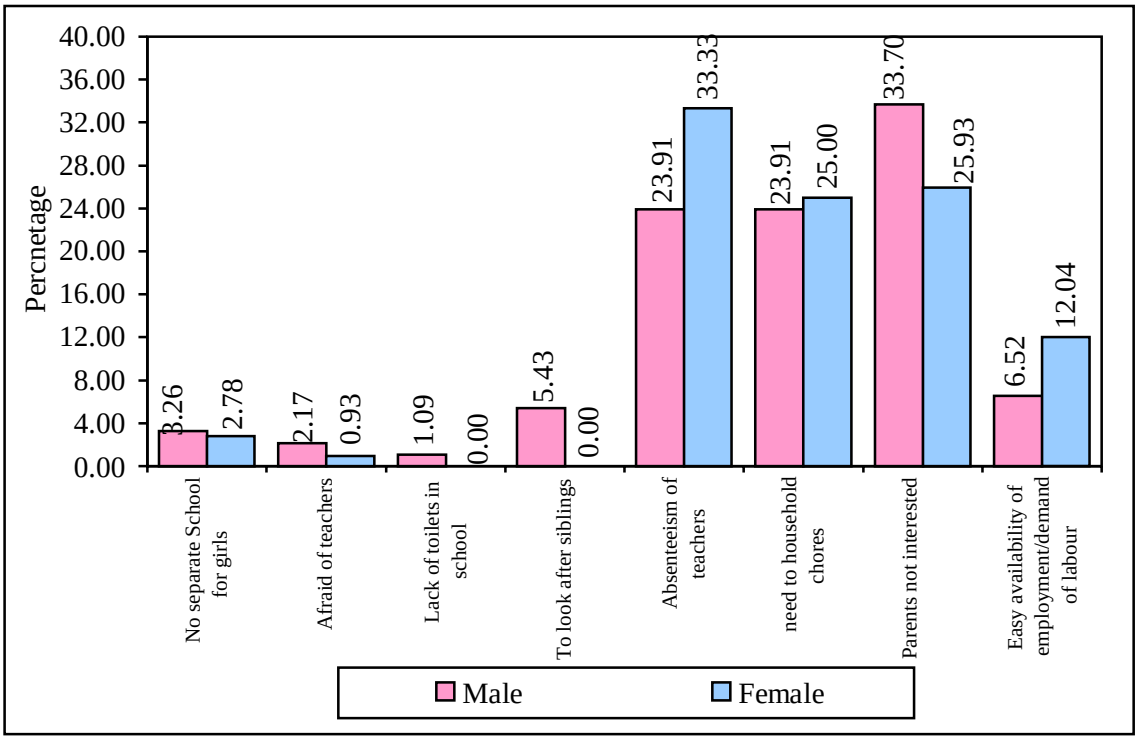


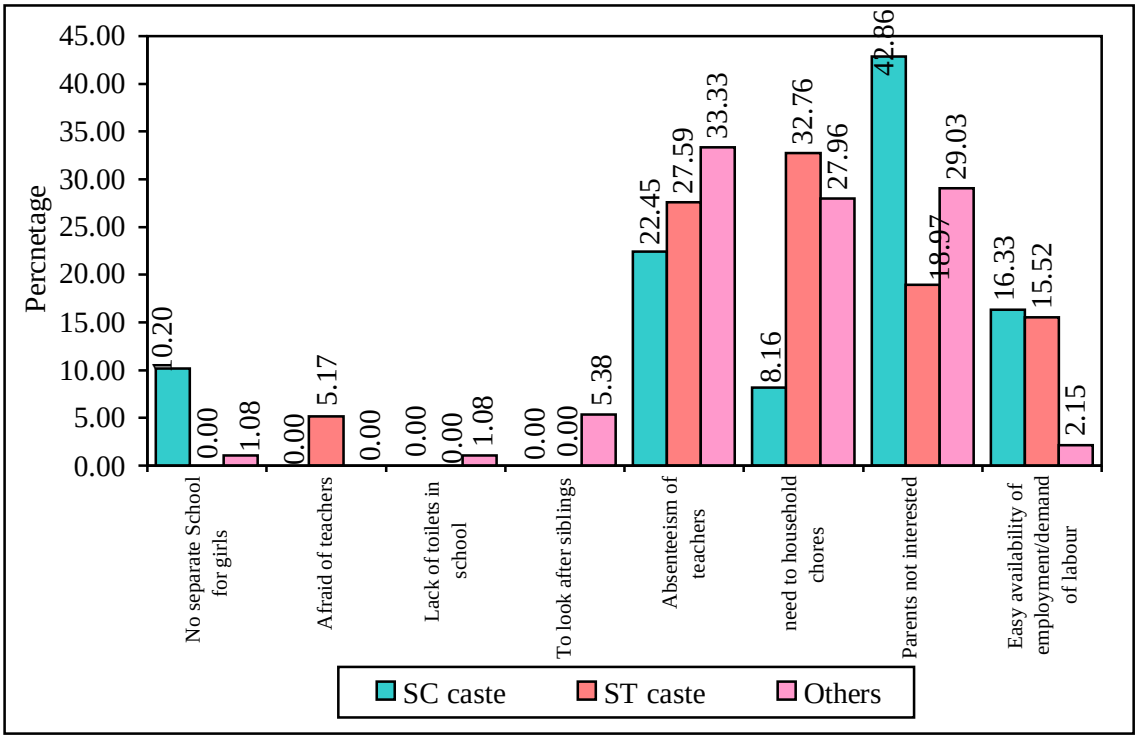
Table-4.69: Association between reasons for dropouts of students from the teacher's point of view in primary schools with castes of teachers.

Reasons	SC caste	%	ST caste	%	Others	%	Total
No separate School for girls	5	10.20	0	0.00	1	1.08	5
Afraid of teachers	0	0.00	3	5.17	0	0.00	0
Lack of toilets in school	0	0.00	0	0.00	1	1.08	0
To look after siblings	0	0.00	0	0.00	5	5.38	0
Absenteeism of teachers	11	22.45	16	27.59	31	33.33	11
need to household chores	4	8.16	19	32.76	26	27.96	4
Parents not interested	21	42.86	11	18.97	27	29.03	21
Easy availability of employment/demand of labour	8	16.33	9	15.52	2	2.15	8
Total	49	100.0	58	100.0	93	100.0	49
Chi-square= 49.4411,p=0.0001, S							

Form the above table, it can be seen that, a maximum of 42.860% of SC caste teachers are felt that, the dropouts of students because of Parents not interested, 40.00% of aided teachers are felt that, the dropouts of students because of Parents not interested, 32.76% of ST caste teachers are felt that, the dropouts of students because of need to

household chores and 33.33% of other caste teachers are felt that, the dropouts of students because of Absenteeism of teachers. A significant difference was observed between castes of teachers of primary school with respect to their opinion of reasons for dropouts of students (Chi-square= 49.4411, p=0.0001). The detailed results are presented in the above table and following figure.

Figure-4.45: Comparison between reasons for dropouts of students from the teacher's point of view in primary schools with castes.



CHAPTER: V

SUMMARY AND CONCLUSION

INTRODUCTION:

The Scheduled Castes (SC) and Scheduled Tribes (ST) wherever they live, are faced with many diverse problems, which are of Social, economic, political and educational in nature. It is common knowledge how the Scheduled Castes and Scheduled Tribes suffer from times immemorial for no fault of theirs. These problems have aggravated the situation over years and pushed the SC/ST masses to total subjugation and exploitation. One thing is certain, that in a caste-ridden society like ours, social and economic status are the necessary prerequisites for any individual to progress. These variables buttress each other in development of a community or caste. Any analysis of Indian society without taking caste into consideration is not complete. Almost all activities-economic, political, educational and socio-cultural-revolve around the notions of caste. The structural form and relationships in rural areas have continued almost intact in post-independence India, although some changes have come about in urban setting. The scheduled castes and scheduled tribes, throughout the country occupy the lowest rank in the caste hierarchy. In a hierarchy of unequal relationships, the scheduled castes and scheduled

tribes are at the bottom and hence socially inferior to all others in the community. Further among themselves also there is further stratification and ranking.

STATEMENT OF THE PROBLEM:

The following title has been taken for present study

"A STUDY ON DROPOUT AMONG SCHEDULED CASTE AND SCHEDULED TRIBE IN PRIMARY SCHOOLS AT HYDERABAD KARNATAKA DISTRICT"

OBJECTIVES OF THE STUDY:

Following are the some of the objectives formulated by the Investigator keeping in the mind the nature and title of the study.

1. To identify the reasons of dropout of SC/ST students related to **Personal dimension** with reference to demographic variables of primary schools of Hyderabad Karnataka Districts and suggest measures to improve it.
2. To identify the reasons of dropout of SC/ST students related to **Family dimension** with reference to demographic variables of primary schools of Hyderabad Karnataka Districts and suggest measures to improve it.
3. To identify the reasons of dropout of SC/ST students related to **School dimension** with reference to demographic variables of primary schools of Hyderabad Karnataka Districts and suggest measures to improve it.
4. To identify the reasons of dropout of SC/ST students related to **Infrastructure dimension** with reference to demographic variables of

primary schools of Hyderabad Karnataka Districts and suggest measures to improve it.

5. To identify the reasons of dropout of SC/ST students related to **Socio-economic dimension** with reference to demographic variables of primary schools of Hyderabad Karnataka Districts and suggest measures to improve it.
6. To identify the **other reasons** of dropout of SC/ST students with reference to demographic variables of primary schools of Hyderabad Karnataka Districts and suggest measures to improve it.
7. To identify the main reasons for dropouts of SC/ST students from the **Parent's points of view** with reference to demographic variables of primary schools of Hyderabad Karnataka Districts and suggest measures to improve it.
8. To identify the main reasons for dropouts of SC/ST students from the **Teacher's point of view** with reference to demographic variables of primary schools of Hyderabad Karnataka region and suggest measures to improve it.

HYPOTHESIS OF THE STUDY:

Following are the Hypothesis formulated by the investigator in a Null form, for its testing.

Null Hypothesis-1 (H_0): No significant difference between SC and ST students of Hyderabad Karnataka Districts with respect to total reasons for dropouts scores in primary schools.

Null Hypothesis-2 (H_0): No significant difference between SC and ST students of Hyderabad Karnataka Districts with respect to **dimension scores** of dropout reasons (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) in primary schools.

Null Hypothesis-3(H_0): No significant difference between SC and ST students of Kalburgi district with respect to total reasons for dropouts and its dimension scores (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) in primary schools of Hyderabad Karnataka.

Null Hypothesis-4 (H_0): No significant difference between SC and ST students of Yadagiri district with respect to total reasons for dropouts and its dimension scores (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) in primary schools of Hyderabad Karnataka.

Null Hypothesis-5 (H_0): No significant difference between SC and ST students of **Raichur** district with respect to total reasons for dropouts and its dimension scores (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) in primary schools of Hyderabad Karnataka.

Null Hypothesis-6 (H_0): No significant difference between SC and ST students of Koppal district with respect to total reasons for dropouts and its dimension scores (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) in primary schools of Hyderabad Karnataka.

Null Hypothesis-7 (H_0): No significant difference between SC and ST students of **Bidar** district with respect to total reasons for dropouts and its dimension scores (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) in primary schools of Hyderabad Karnataka.

Null Hypothesis-8 (H_0): No significant difference between rural SC and rural ST students with respect to total reasons for dropouts and its dimension scores (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) in primary schools of Hyderabad Karnataka.

Null Hypothesis-9 (H_0): No significant difference between urban SC and urban ST students with respect to total reasons for dropouts and its dimension scores (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) in primary schools of Hyderabad Karnataka.

Null Hypothesis-10 (H_0): No significant difference between govt. SC and govt. ST students with respect to total reasons for dropouts and its dimension scores (i.e. personal reason, family reason, school reason,

infrastructure reason and socio-economic reason) in primary schools of Hyderabad Karnataka.

Null Hypothesis-11 (H_0): No significant difference between aided SC and aided ST students with respect to total reasons for dropouts and its dimension scores (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) in primary schools of Hyderabad Karnataka.

Null Hypothesis-12 (H_0): No significant difference between unaided SC and unaided ST students with respect to total reasons for dropouts and its dimension scores (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) in primary schools of Hyderabad Karnataka.

Null Hypothesis-13 (H_0): No significant difference between male SC and male ST students with respect to total reasons for dropouts and its dimension scores (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) in primary schools of Hyderabad Karnataka.

Null Hypothesis-14 (H_0): No significant difference between female SC and female ST students with respect to total reasons for dropouts and its dimension scores (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) in primary schools of Hyderabad Karnataka.

Null Hypothesis-15 (H_0): No significant difference between 1-4 std. SC and 1-4 std. ST students with respect to total reasons for dropouts and its dimension scores (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) in primary schools of Hyderabad Karnataka.

Null Hypothesis-16 (H_0): No significant difference between 5-6 std. SC and 5-6 std. ST students with respect to total reasons for dropouts and its dimension scores (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) in primary schools of Hyderabad Karnataka.

Null Hypothesis -17(H_0): No significant difference between 7-8 std. SC and 7-8 std. ST students with respect to total reasons for dropouts and its dimension scores (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) in primary schools of Hyderabad Karnataka.

Null Hypothesis-18 (H_0): No significant difference between **SC students of five districts** (Kalburgi, Yadagiri, Raichur, Koppal and Bidar) of Hyderabad Karnataka with respect to total reasons for dropouts and its dimension scores (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) in primary schools.

Null Hypothesis-19 (H_0): No significant difference between **ST students of five districts** (Kalburgi, Yadagiri, Raichur, Koppal and Bidar) of Hyderabad Karnataka with respect to total reasons for dropouts and its dimension

scores (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) in primary schools.

Null Hypothesis-20 (H_0): No significant difference between **rural SC and urban SC** students with respect to total reasons for dropouts and its dimension scores (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) in primary schools of Hyderabad Karnataka.

Null Hypothesis-21(H_0): No significant difference between **rural ST and urban ST** students with respect to total reasons for dropouts and its dimension scores (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) in primary schools of Hyderabad Karnataka.

Null Hypothesis-22 (H_0): No significant difference between **SC students of government, aided and unaided** schools in Hyderabad Karnataka with respect to total reasons for dropouts and its dimension scores (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) in primary schools.

Null Hypothesis-23 (H_0): No significant difference between **ST students of government, aided and unaided** schools in Hyderabad Karnataka with respect to total reasons for dropouts and its dimension scores (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) in primary schools.

Null Hypothesis-24(H_0): No significant difference between **male SC and female SC** students with respect to total reasons for dropouts and its dimension scores (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) in primary schools of Hyderabad Karnataka.

Null Hypothesis -25 (H_0): No significant difference between **male ST and female ST** students with respect to total reasons for dropouts and its dimension scores (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) in primary schools of Hyderabad Karnataka.

Null Hypothesis-26 (H_0): No significant difference between **SC students of 1-4 std., 5-6 std. and 7-8** standard in Hyderabad Karnataka with respect to total reasons for dropouts and its dimension scores (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) in primary schools.

Null Hypothesis-27 (H_0): No significant difference between **ST students of 1-4 std., 5-6 std. and 7-8 standard** in Hyderabad Karnataka with respectto total reasons for dropouts and its dimension scores (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) in primary schools.

Null Hypothesis-28 (H_0): No significant relationships among dimensions scores of reasons for dropout's i.e. personal reason, family reason, school

reason, infrastructure reason and socio-economic reason of **SC and ST students** in primary schools of Hyderabad Karnataka.

Null Hypothesis-29 (H_0): No significant relationships among dimensions scores of reasons for dropout's i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason of **SC students** in primary schools of Hyderabad Karnataka.

Null Hypothesis-30 (H_0): No significant relationships among dimensions scores of reasons for dropout's i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason of **ST students** in primary schools of Hyderabad Karnataka.

VARIABLES CONSIDERED IN THE STUDY:

Following are the variables considered in the present study.

Variables of the present study.

Independent Variable	Dependent Variables	Moderator Variables
Reasons for Dropouts	Dropouts	➢ Gender (Male-Female) ➢ Location (Rural-Urban) ➢ Type of Management (Govt. Aided, Unaided) ➢ Class (1-4, 5-6, 7-8)

DESIGN OF THE STUDY:

The concern of this study was about finding the causes for Dropouts in primary schools and collects the opinion from parents and teachers for reasons for dropouts. Therefore, the study adopted Quantitative research method, and it is a descriptive type that it describes the real reason why large

numbers of students at the study area are dropping out of school each year and on what activity children's are really engaged when they are out of school. Non-probability Purposive sampling techniques were used to identify dropouts of the study and in-depth interview with questionnaire for Students, Parents and Teachers were used and focus group discussions were also used as main tools for data gathering.

Why the Quantitative research method?

The Quantitative research is concerned with the quantitative phenomenon, i.e., Phenomena relating to or involving quantity or kind (Kothari 2004). Quantitative research uses structured questions, structured surveys, focus groups, non-participant observation and examination of existing documents in the process of collecting quantitative data. This study employs quantitative research method employing a survey informal interview as data collection instrument. Quantitative research method is best suited for a topic with a sensitive and emotional depth that requires empathy and understanding and helps to understand situations, events, experiences and actions of student's participants.

TOOLS USED IN THE STUDY:

Research investigator preferred the Primary data for giving scientific evidences for the present study. And also collected the secondary sources of data. Following Questionnaire tools was constructed and used for collection of data such as (i) reasons for dropout among the SC/ST students of primary school of Hyderabad Karnataka districts. (ii) Reasons for dropout from the Parents point of view, among the SC/ST students of primary school of Hyderabad Karnataka districts. (iii) Reasons for dropout of SC/ST students from the Teachers point of view, of primary schools of Hyderabad Karnataka districts.

The purpose of data collection, they are as follows:

1. Questionnaire for reasons for dropouts from Students point of view.
2. Students Profile
3. Questionnaire for reasons for dropouts from Parents point of view.
4. Questionnaire for reasons for dropouts from Teachers point of view.

PROCEDURE FOR DATA COLLECTION:

Data collection process was carried out by research investigator together with four trained data collectors' as assistants. This is due to the fact that researchers cannot speak the colloquial language of the endogenous people such as lamanis and other caste group. Moreover the investigator cannot visit all the districts such as Bidar, Kalaburagi, Yadagir, Raicher and Koppal and schools to collect data from the respondents. Therefore; the researchers hope that first-hand data was collected by investigator along with these research assistant via close observation of researchers. Before the commencement, sample participants were informed about the purpose of the study, confidentiality, willingness and how they react to the issue undertaken. While collecting data, data collectors' conducted the informal interview along with the structured Questionnaire.

STATISTICAL TECHNIQUES USED:

Following are the statistical techniques were used for the analysis and interpretation of data:

1. Frequencies and Percentages
2. Descriptive Statistics, Mean and S.D
3. Independent two sample t- test: to test the significant difference between the Mean

4. One way of variance (ANOVA)
5. Tukeys multiple posthoc procedures
6. Product moment correlation coefficient: to find the extent of correlation
7. Chi-Square Test: to find the association.

: DELIMITATIONS OF THE STUDY:

The investigator has found it out the following delimitations.

1. The study has been delimited to Dropouts of primary school SC and ST students of Hyderabad Karnataka region
2. The study has been delimited to primary school scheduled caste and scheduled Tribe students of Hyderabad Karnataka region.
3. The study has been delimited to SC and ST students of Hyderabad Karnataka region.
4. The study is restricted to rural and urban students only.
5. It has been further delimited to five districts, Kalaburagi, Koppal, Raichur, Yadagir and Bidar.
6. The study has been delimited to SC and ST students with reference to demographic variables such as Gender (Boys and Girls), Location (Rural and Urban),Type of management (Govt., Aided and Un-aided) schools and Class, 1-4, 5-6, 7-8th of Hyderabad Karnataka region have been considered.
7. Study is limited to a sample of 600 dropout students selected from Primary schools. It included the students of both sexes studying in 1-8th classes.

8. Study is limited to a sample of 200 Parents of primary school dropout students and 200 teachers selected from Primary schools.

9. The study is delimited to reasons for dropouts from Students point of view, Parents point of view and Teachers point of view only.

10. The study is delimited to descriptive method of research and statistical techniques such as Descriptive statistics (Mean and Standard Deviation), inferential statistics (t-test), ANOVAs, correlation and chi-square test only.

: MAJOR FINDINGS OF THE STUDY:

Following are the some of the major findings of the present study

Which has been presented in the three sections?

SECTION-I:

DROP-OUTS REASONS FROM STUDENTS POINTS OF VIEW

Findings of Descriptive Analysis:

1. The **Overall** dropout reasons scores of SC and ST caste in the present study is 99.08±10.85, in which the mean total dropout reasons scores is seen slightly higher in ST caste students (99.39±10.60) as compared to SC caste students (98.83±11.06) in primary schools at Hyderabad Karnataka Districts.
2. The total dropout reasons scores of SC and ST students in **Kalburgi district** is 117.47±6.42, in which the mean total dropout reasons scores is seen slightly higher in SC students in Kalburgi district (117.56±6.65) as compared to ST students in Kalburgi district (117.35±6.20) in primary schools at Hyderabad Karnataka Districts. Whereas SC student's dropout rate is found to be high due to personal, infrastructure and

socio-economic reasons and ST students dropout rate is found to be high due to family and school reasons.

3. The total dropout reasons scores of SC and ST students in **Yadagiri district** is 95.74±5.08, in which the mean total dropout reasons scores is seen lesser in SC students in Yadagiri district (95.27±5.30) as compared to ST students in Yadagiri district (96.31±4.79) in primary schools at Hyderabad Karnataka Districts. Whereas SC students dropout rate is found to be high due to infrastructure and socio-economic reasons and ST students dropout rate is found to be high due to personal, family and school reasons and
4. The total dropout reasons scores of SC and ST students in **Raichur district** is 94.82±5.00, in which the mean total dropout reasons scores is seen lesser in SC students in Raichur district (94.62±5.03) as compared to ST students in Raichur district (95.06±4.99) in primary schools at Hyderabad Karnataka Districts. Whereas SC students dropout rate is found to be high due to personal, infrastructure and socio-economic reasons and ST students dropout rate is found to be high due to Family and School reasons.
5. The total dropout reasons scores of SC and ST students in **Koppal district** is 95.74±5.08, in which the mean total dropout reasons scores is seen lesser in SC students in Koppal district (94.74±4.62) as compared to ST students in Koppal district (95.69±4.57) in primary schools at Hyderabad Karnataka Districts. Whereas SC students dropout rate is found to be high due to infrastructure reasons and ST students dropout rate is found to be high due to personal, Family, School and socio-economic reasons.
6. The total dropout reasons scores of SC and ST students in **Bidar district** is 92.22±6.81, in which the mean total dropout reasons scores is seen lesser in SC students in Bidar district (91.94±6.96) as compared to ST students in Bidar district (92.56±6.67) in primary schools at Hyderabad Karnataka Districts. Whereas SC students dropout rate is found to be

high due to personal, infrastructure and socio-economic reasons and ST students dropout rate is found to be high due to Family and School reasons.

7. The total dropout reasons scores of SC and ST students is 99.08±10.85, in which the mean total dropout reasons scores is seen maximum in students of primary schools in Kalburgi district (117.47±6.42) as compared to mean total dropout reasons scores is seen minimum in students of primary schools in Bidar district (117.47±6.42) followed by students of primary schools in other districts. Whereas Koppal district students dropout rate is found to be high due to personal, Family and School reasons and similarly Kalaburagi District students dropout rate is found to be high due to infrastructure and socio-economic reasons. In all the dimensions Bidar district students dropout rate is found to be very low.
8. The total dropout reasons scores of SC and ST students in **rural** primary schools is 100.24±10.95, in which the mean total dropout reasons scores is seen lesser in SC students of rural primary schools (99.42±11.39) as compared to ST students of rural primary schools (101.25±10.35) at Hyderabad Karnataka Districts. Whereas SC students dropout rate is found to be high due to infrastructure reasons and similarly ST students dropout rate is found to be high due to personal, family, school and socio-economic reasons.
9. The total dropout reasons scores of SC and ST students in **urban** primary schools is 97.92±10.65, in which the mean total dropout reasons scores is seen higher in SC students of urban primary schools (98.24±10.73) as compared to ST students of urban primary schools (97.53±10.56) at Hyderabad Karnataka Districts. Whereas SC students dropout rate is found to be high due to personal, infrastructure and socio-economic reasons. and similarly ST students dropout rate is foundto be high due to family and school reasons.

10. The total dropout reasons scores of SC and ST students of primary schools is 99.08±10.85, in which the mean total dropout reasons scores is seen higher in students of rural primary schools (100.24±10.95) as compared to students of urban primary schools (97.92±10.65) at Hyderabad Karnataka Districts. Whereas rural student's dropout rate is found to be high in all the dimensions as compare to students of urban primary schools. Whereas ST students dropout rate is found to be high due to personal, family and school and socio-economic reasons and similarly SC students dropout rate is found to be high due to reasons infrastructure reason.
11. The total dropout reasons scores of SC and ST students in government primary schools is 99.52±10.26, in which the mean total dropout reasons scores is seen lesser in SC students of government primary schools (99.01±10.59) as compared to ST students of **government** primary schools (100.16±9.86) at Hyderabad Karnataka Districts. Whereas ST student's dropout rate is found to be high due to all dimensions as compare to SC students.
12. The total dropout reasons scores of SC and ST students in **aided** primary schools is 100.57±11.22, in which the mean total dropout reasons scores is seen negligible lesser in SC students of aided primary schools (100.54±11.58) as compared to ST students of aided primary schools (97.53±10.56) at Hyderabad Karnataka Districts. Whereas SC student's dropout rate is found to be high due to personal, infrastructure and socio-economic reasons similarly ST student's dropout rate is found to be high due to family and school reasons reason.
13. The total dropout reasons scores of SC and ST students in **unaided** primary schools is 97.15±10.83, in which the mean total dropout reasons scores is seen lesser in SC students of unaided primary schools (96.94±10.80) as compared to ST students of unaided primary schools (97.41±10.93) at Hyderabad Karnataka Districts. Whereas SC student's dropout rate is found to be high due to personal, infrastructure and

socio-economic reasons similarly ST student's dropout rate is found to be high due to family and school reasons reason.

14. The total dropout reasons scores of SC and ST students of primary schools is 99.08±10.85, in which the mean total dropout reasons scores is seen higher in students of aided primary schools (100.57±11.22) as compared to students of unaided primary schools (97.15±10.83) followed students of government primary schools (99.53±10.26) at Hyderabad Karnataka Districts. Whereas government school student's dropout rate is found to be high due to personal and socio-economic reasons similarly Aided School student's dropout rate is found to be high due to family, school and infrastructure reasons.
15. The total dropout reasons scores of SC and ST students is 99.39±10.55, in which the mean total dropout reasons scores is seen lesser in SC male students (98.23±10.21) as compared to ST male students (100.16±10.73) at Hyderabad Karnataka Districts. Whereas SC student's dropout rate is found to be high due to infrastructure reason similarly ST student's dropout rate is found to be high due to family, school and socio-economic reasons but there is equal score of SC-ST students in respect of personal reason.
16. The total dropout reasons scores of SC and ST students is 98.78±11.16, in which the mean total dropout reasons scores is seen higher in SC female students (99.17±11.53) as compared to ST female students (97.87±10.23) at Hyderabad Karnataka Districts. Whereas SC female student's dropout rate is found to be high due to personal, infrastructure, and socio-economic reason similarly ST female student's dropout rate is found to be high due to family and school reasons.
17. The total dropout reasons scores of students of primary schools is 99.08±10.85, in which the mean total dropout reasons scores is seen higher in male students (99.39±10.55) as compared to female students in primary schools (98.78±11.16) at Hyderabad Karnataka Districts. Whereas female student's dropout rate is found to be high due to

personal, family and infrastructure reasons, similarly male student's dropout rate is found to be high due to school and socio-economic reasons.

18. The total dropout reasons scores of SC and ST students is 100.08±11.62, in which the mean total dropout reasons scores is seen higher in SC students of 1-4 standard (101.63±12.75) as compared to ST students (98.53±10.34) at Hyderabad Karnataka Districts. Whereas SC, 1-4 std. student's dropout rate is found to be high due to personal, school and infrastructure and socio-economic reasons similarly ST, 1-4 std. student's dropout rate is found to be high due to family reasons.
19. The total dropout reasons scores of SC and ST students is 97.08±10.01, in which the mean total dropout reasons scores is seen higher in SC students of 5-6 standard is (97.43±10.06) as compared to ST students (96.40±9.98) at Hyderabad Karnataka Districts. Whereas SC, 5-6 std. students' dropout rate is found to be high due to infrastructure and socio-economic reasons. Similarly ST, 5-6 std. students' dropout rate is found to be high due to personal, family and school reasons.
20. The total dropout reasons scores of SC and ST students is 99.91±11.02, in which the mean total dropout reasons scores is seen lesser in SC students of 7-8 standard (99.29±11.34) as compared to ST students (100.53±10.70) at Hyderabad Karnataka Districts. Whereas SC, 7-8 std. students' dropout rate is found to be high due to personal reason and Similarly ST, 7-8 std. students' dropout rate is found to be high due to family, school, infrastructure and socio-economic reasons.
21. The total dropout reasons scores of SC and ST students is 99.08±10.85, in which the mean total dropout reasons scores is seen higher in students of 1-4 standard (100.08±11.62) as compared to students of 5-6 standard (97.08±10.01) and students of 7-8 standard (99.91±11.02) at Hyderabad Karnataka Districts. Whereas 1-4 std. students' dropout rate is found to be high due to personal, family, and

school reason and similarly 7-8 std. students' dropout rate is found to be high due to infrastructure and socio-economic reasons.

Findings of Inferential Statistics Analysis:

22. The mean dropout score due to all reasons is similar in SC and ST students in primary schools at Hyderabad Karnataka Districts.

- The mean dropout score due to personal reasons and socio-economic reasons are similar in SC and ST students of primary schools at Hyderabad Karnataka Districts.
- The mean dropout score due to family and school reasons is significantly higher in ST students as compared to SC students of primary schools at Hyderabad Karnataka Districts.
- The mean dropout score due to infrastructure reasons is significantly higher in SC students as compared to ST students of primary schools at Hyderabad Karnataka Districts.

23. The mean dropout score due to personal reasons are similar in SC and ST students of primary schools at Hyderabad Karnataka Districts.

- The mean dropout score due to family reasons is significantly higher in ST students as compared to SC students of primary schools at Hyderabad Karnataka Districts.
- The mean dropout score due to school reasons is significantly higher in ST students as compared to SC students of primary schools at Hyderabad Karnataka Districts.
- The mean dropout score due to infrastructure reasons is significantly higher in SC students as compared to ST students of primary schools at Hyderabad Karnataka Districts.
- The mean dropout score due to socio-economic reasons is similar in SC and ST students of primary schools at Hyderabad Karnataka Districts.

24. The mean total dropout scores due to all reasons are similar in SC and ST students of primary schools in **Kalburgi** district of Hyderabad Karnataka.

- The mean dropout score due to personal reasons is similar in SC and ST students of primary schools in Kalburgi district of Hyderabad Karnataka.
- The mean dropout score due to family reasons is significantly higher in ST students as compared to SC students of primary schools in Kalburgi district of Hyderabad Karnataka.
- The mean dropout score due to schools reasons is significantly higher in SC students as compared to ST students of primary schools in Kalburgi district of Hyderabad Karnataka.
- The mean dropout score due to infrastructure reasons is significantly higher in SC students as compared to ST students of primary schools in Kalburgi district of Hyderabad Karnataka.
- The mean dropout score due to socio-economic reasons is similar in SC and ST students of primary schools in Kalburgi district of Hyderabad Karnataka.

25. The mean total dropout scores due to all reasons are similar in SC and ST students of primary schools in Yadagiri district of Hyderabad Karnataka.

- The mean dropout score due to personal reasons is similar in SC and ST students of primary schools in **Yadagiri** district of Hyderabad Karnataka.
- The mean dropout score due to family reasons is significantly higher in ST students as compared to SC students of primary schools in Yadagiri district of Hyderabad Karnataka.
- The mean dropout score due to schools reasons is significantly higher in SC students as compared to ST students of primary schools in Yadagiri district of Hyderabad Karnataka.

- The mean dropout score due to infrastructure reasons is significantly higher in SC students as compared to ST students of primary schools in Yadagiri district of Hyderabad Karnataka.
- The mean dropout score due to socio-economic reasons is similar in SC and ST students of primary schools in Yadagiri district of Hyderabad Karnataka.

26. The mean total dropout scores due to all reasons are similar in SC and ST students of primary schools in **Raichur** district of Hyderabad Karnataka.
    - The mean dropout score due to personal, family, school, infrastructure and socio-economic reasons is similar in SC and ST students of primary schools in Raichur district of Hyderabad Karnataka.
27. The mean total dropout scores due to all reasons are similar in SC and ST students of primary schools in **Koppal** district of Hyderabad Karnataka.
    - The mean dropout score due to personal reasons, school and socio-economic reason is similar in SC and ST students of primary schools in Koppal district of Hyderabad Karnataka.
    - The mean dropout score due to family reasons is significantly higher in ST students as compared to SC students of primary schools in Koppal district of Hyderabad Karnataka.
    - The mean dropout score due to infrastructure reasons is significantly higher in SC students as compared to ST students of primary schools in Koppal district of Hyderabad Karnataka.
28. The mean total dropout scores due to all reasons are similar in SC and ST students of primary schools in **Bidar** district of Hyderabad Karnataka.

- The mean dropout score due to personal, family, infrastructure and socio-economic reasons is similar in SC and ST students of primary schools in Bidar district of Hyderabad Karnataka.
- The mean dropout score due to schools reasons is significantly higher in SC students as compared to ST students of primary schools in Bidar district of Hyderabad Karnataka.

29. The mean total dropout scores due to all reasons are similar in SC and ST students of **rural** primary schools of Hyderabad Karnataka.
    - The mean dropout score due to personal and socio-economic reasons is similar in SC and ST students of rural primary schools of Hyderabad Karnataka.
    - The mean dropout score due to family reason is significantly higher in ST students of rural primary schools as compared to SC students of rural primary schools of Hyderabad Karnataka.
    - The mean dropout score due to school and In fracture reasons is significantly higher in SC students of rural primary schools as compared to ST students of rural primary schools of Hyderabad Karnataka.
30. The mean total dropout scores due to all reasons are similar in SC and ST students of **urban** primary schools of Hyderabad Karnataka.
    - The mean dropout score due to personal and socio-economic reasons is similar in SC and ST students of urban primary schools of Hyderabad Karnataka.
    - The mean dropout score due to family and school reasons is significantly higher in ST students of urban primary schools as compared to SC students of urban primary schools of Hyderabad Karnataka.
    - The mean dropout score due to infrastructure reason is significantly higher in SC students of urban primary schools as

compared to ST students of urban primary schools of Hyderabad Karnataka.

31. The mean total dropout scores due to all reasons are similar in SC and ST students of **government** primary schools of Hyderabad Karnataka.
    - The mean dropout score due to personal, family and socio-economic reasons is similar in SC and ST students of government primary schools of Hyderabad Karnataka.
    - The mean dropout score due to schools reasons is significantly higher in ST students as compared to SC students of government primary schools of Hyderabad Karnataka.
    - The mean dropout score due to infrastructure reasons is significantly higher in SC students as compared to ST students of government primary schools of Hyderabad Karnataka.

32. The mean total dropout scores due to all reasons are similar in SC and ST students of **aided** primary schools of Hyderabad Karnataka.
    - The mean dropout score due to personal, school, infrastructure and socio-economic reasons are similar in SC and ST students of aided primary schools of Hyderabad Karnataka.
    - The mean dropout score due to family reasons is significantly higher in ST students as compared to SC students of aided primary schools of Hyderabad Karnataka.

33. The mean total dropout scores due to all reasons are similar in SC and ST students of **unaided** primary schools of Hyderabad Karnataka.
    - The mean dropout score due to personal and infrastructure reasons is significantly higher in SC students as compared to ST students of unaided primary schools of Hyderabad Karnataka.
    - The mean dropout score due to family and school reasons is significantly higher in ST students as compared to SC students of unaided primary schools of Hyderabad Karnataka.

- The mean dropout score due to socio-economic reasons is similar in SC and ST students of unaided primary schools of Hyderabad Karnataka.

34. The mean total dropout scores due to all reasons are similar in SC **male** students and ST **male** students of primary schools of Hyderabad Karnataka.
    - The mean dropout score due to personal, school, infrastructure and socio-economic reasons are similar in SC male students and ST male students of primary schools of Hyderabad Karnataka.
    - The mean dropout score due to family reasons is significantly higher in ST male students as compared to SC male students of primary schools of Hyderabad Karnataka.
35. The mean total dropout scores due to all reasons are similar in SC female students and ST female students of primary schools of Hyderabad Karnataka.
    - The mean dropout score due to personal and family reasons is similar in SC female students and ST female students of primary schools of Hyderabad Karnataka.
    - The mean dropout score due to schools reasons is significantly higher in ST female students as compared to SC female students of primary schools of Hyderabad Karnataka.
    - The mean dropout score due to infrastructure and socio-economic reasons is significantly higher in SC female students as compared to ST female students of primary schools of Hyderabad Karnataka.
36. The mean total dropout scores due to all reasons are similar in SC 1-4 standard students and ST 1-4 standard students of primary schools of Hyderabad Karnataka.
    - The mean dropout score due to personal, family and socio-economic reasons is similar in SC 1-4 standard students and ST

1-4 standard students of primary schools of Hyderabad Karnataka.

- The mean dropout score due to schools and Infrastructure reasons is significantly higher in SC 1-4 standard students as compared to ST 1-4 standard students of primary schools of Hyderabad Karnataka.

37. The mean total dropout scores due to all reasons are similar in SC 5-6 standard students and ST 5-6 standard students of primary schools of Hyderabad Karnataka.

- The mean dropout score due to personal reasons is similar in SC 5-6 standard students and ST 5-6 standard students of primary schools of Hyderabad Karnataka.
- The mean dropout score due to family and school reasons is significantly higher in ST 5-6 standard students as compared to SC 5-6 standard students of primary schools of Hyderabad Karnataka.
- The mean dropout score due to infrastructure and socio-economic reasons is significantly higher in SC 5-6 standard students as compared to ST 5-6 standard students of primary schools of Hyderabad Karnataka.

38. The mean total dropout scores due to all reasons are similar in SC 7-8 standard students and ST 7-8 standard students of primary schools of Hyderabad Karnataka.

- The mean dropout score due to personal reasons is different in SC 7-8 standard students and ST 7-8 standard students of primary schools of Hyderabad Karnataka.
- The mean dropout score due to schools reasons is significantly higher in ST 7-8 standard students as compared to SC 7-8 standard students of primary schools of Hyderabad Karnataka.

- The mean dropout score due to family, infrastructure and socio-economic reasons is similar in SC 7-8 standard students and ST 7-8 standard students of primary schools of Hyderabad Karnataka.

39. The mean total dropout scores due to all reasons scores are higher in SC students in primary schools of Kalburgi district as compared to smallest in SC student's primary schools of Bidar district followed by SC students belongs to other districts of Hyderabad Karnataka.
    - The mean dropout scores due to personal, family and school reasons scores are similar in SC students in primary schools of all the districts of Hyderabad Karnataka.
    - The mean dropout scores due to infrastructure reasons scores are higher in SC students in primary schools of Kalburgi district as compared to smallest in SC student's primary schools of Bidar district followed by SC students belongs to other districts of Hyderabad Karnataka.
    - The mean dropout scores due to socio-economic reasons scores are higher in SC students in primary schools of Kalburgi district as compared to smallest in SC student's primary schools of Bidar district followed by SC students belongs to other districts of Hyderabad Karnataka.
40. The mean total dropout scores due to all reasons scores are higher in ST students in primary schools of Kalburgi district as compared to smallest in SC student's primary schools of Bidar district followed by ST students belongs to other districts of Hyderabad Karnataka.
    - The mean dropout scores due to personal, school and infrastructure reasons scores are similar in ST students in primary schools of all the districts of Hyderabad Karnataka.
    - The mean dropout scores due to family reasons scores are higher in ST students in primary schools of Kalburgi district and smallest

in Bidar district followed by other districts of Hyderabad Karnataka.

- The mean dropout scores due to socio-economic reasons scores are higher in ST students in primary schools of Kalburgi district and smallest in Bidar district followed by other districts of Hyderabad Karnataka.

41. The mean total dropout scores due to all reasons are similar in Rural SC students and urban SC students of primary schools of Hyderabad Karnataka.
    - The mean dropout score due to personal, family, school and socio-economic reasons is similar in Rural SC students and urban SC students of primary schools of Hyderabad Karnataka.
    - The mean dropout score due to infrastructure reasons is different in Rural SC students and urban SC students where as Rural SC students are significantly higher than the urban SC students of primary schools of Hyderabad Karnataka.
42. The mean total dropout scores due to all reasons are significantly higher in rural ST students as compare to urban ST students of primary schools of Hyderabad Karnataka.
    - The mean dropout scores due to personal, family, school, infrastructure and socio-economic reasons are significantly higher in rural ST students than the urban ST students of primary schools of Hyderabad Karnataka.
43. The mean total dropout scores due to all reasons scores are similar in SC students of government, aided and unaided primary schools.
    - The mean dropout scores due to personal and infrastructure reasons scores are similar in SC students of government, aided and unaided primary schools of Hyderabad Karnataka.

- The mean dropout scores due to family, school and socio-economic reasons scores are significantly higher in SC students of aided primary schools as compared to others.

44. The mean total dropout scores due to all reasons scores are similar in ST students of government, aided and unaided primary schools of Hyderabad Karnataka.
    - The mean dropout scores due to personal, school and socio-economic reasons scores are significantly higher in ST students of government primary schools as compared to aided and unaided schools.
    - The mean dropout scores due to family and infrastructure reasons scores are significantly higher in ST students of aided primary schools as compared to government and unaided schools.
45. The mean total dropout scores due to all reasons are similar in SC male students and SC male students of primary schools of Hyderabad Karnataka.
    - The mean dropout score due to personal and socio-economic reasons is similar in SC male students and SC female male students of primary schools of Hyderabad Karnataka.
    - The mean dropout score due to family and infrastructure reasons is significantly higher in SC female students and SC male students of primary schools of Hyderabad Karnataka.
    - The mean dropout score due to school reasons is significantly higher in SC male students as compare to SC female students of primary schools of Hyderabad Karnataka.
46. The mean total dropout scores due to all reasons are similar in ST male students and ST female students of primary schools of Hyderabad Karnataka.

- The mean dropout score due to personal, family and school reasons is similar in ST male students and ST female students of primary schools of Hyderabad Karnataka.
- The mean dropout score due to infrastructure and socio-economic reasons is significantly higher in ST male students as compared to ST female students of primary schools of Hyderabad Karnataka.

47. The mean total dropout scores due to all reasons are similar in SC students of 1-4 std., 5-6 std. and 7-8 standards of primary schools of Hyderabad Karnataka.
    - The mean dropout scores due to personal and school reasons are significantly higher in SC 1-4 standard students as compared to 5-6 standards and 7-8 standards of primary schools of Hyderabad Karnataka.
    - The mean dropout scores due to family reasons are significantly higher in SC 7-8 standard students as compared to 1-4 standards and 5-6 standards of primary schools of Hyderabad Karnataka.
    - The mean dropout scores due to infrastructure reasons are significantly higher in SC 5-6 standard students as compared to 1-4 standards and 7-8 standards of primary schools of Hyderabad Karnataka.
    - The mean dropout scores due to socio-economic reasons are similar in SC students of 1-4 std., 5-6 std. and 7-8 standards of primary schools of Hyderabad Karnataka.
48. The mean total dropout scores due to all reasons are significantly different in ST students of 1-4 std. as compare to ST 5-6 std. and 7-8 standards of primary schools students of Hyderabad Karnataka.
    - The mean dropout scores due to personal, infrastructure and socio-economic reasons are significantly higher in ST students of 7-8 standards as compare to 1-4 std., 5-6 std. Of primary schools of Hyderabad Karnataka.

- The mean dropout scores due to family and school reasons are similar in ST students of 1-4 std., 5-6 std. and 7-8 standards of primary schools of Hyderabad Karnataka.

Findings of Co relational Analysis:

49. The dropout scores due to personal reasons, family reasons, school reasons, infrastructure reasons and socio-economic reasons are dependent on each other in this study as a whole.
    - A significant and positive relationship was observed between family reasons and socio-economic reasons. The dropout scores due to family reasons and socio-economic reasons of SC and ST students of primary schools at Hyderabad Karnataka are dependent on each other in this study as a whole.
    - A significant and positive relationship was observed between school reasons and socio-economic reasons. The dropout scores due to school reasons and socio-economic reasons of SC and ST students of primary schools at Hyderabad Karnataka are dependent on each other in this study as a whole.
    - A significant and positive relationship was observed between infrastructure reasons and socio-economic reasons. A significant and positive relationship was observed between infrastructure reasons and socio-economic reasons.
50. A significant and positive relationship was observed between dropout scores due to personal reasons and family reasons ($r=0.3368$, $p<0.05$), personal reasons and school reasons ($r=0.1872$, $p<0.05$), personal reasons and infrastructure reasons ($r=0.1271$, $p<0.05$) at 0.05 level of significance.
    - The dropout scores due to personal reasons, family reasons, school reasons, and infrastructure reasons of SC students in primary schools of Hyderabad Karnataka dependent on each other.

- the dropout scores due to infrastructure reasons and socio-economic reasons of SC students in primary schools of Hyderabad Karnataka are dependent on each other.

51. A significant and positive relationship was observed between dropout scores due to personal reasons and infrastructure reasons ($r=0.2695$, $p<0.05$), personal reasons and Socio-Economic reason reasons ($r=0.2028$, $p<0.05$) at 0.05 level of significance. The dropout scores due to personal reasons, infrastructure reasons and Socio-Economic reason of ST students in primary schools of Hyderabad Karnataka dependent on each other.

- A significant and positive relationship was observed between dropout scores due to Family reasons and infrastructure reasons ($r=0.1500$, $p<0.05$), Family reasons and Socio-Economic reason reasons ($r=0.2160$, $p<0.05$) at 0.05 level of significance. The dropout scores due to Family reasons, infrastructure reasons and Socio-Economic reason of ST students in primary schools of Hyderabad Karnataka dependent on each other.
- A significant and positive relationship was observed between dropout scores due to School reasons and Socio-Economic reason reasons ($r=0.1430$, $p<0.05$) at 0.05 level of significance. the dropout scores due to School reasons and Socio-Economic reason of ST students in primary schools of Hyderabad Karnataka dependent on each other.
- A significant and positive relationship was observed between dropout scores due to Infrastructure reasons and Socio-Economic reason reasons ($r=0.2040$, $p<0.05$) at 0.05 level of significance. The dropout scores due to Infrastructure reasons and Socio-Economic reason of ST students in primary schools of Hyderabad Karnataka dependent on each other.

DROP-OUTS REASONS FROM PARENTS POINTS OF VIEW

52. In all districts, all parents have given a similar and maximum towards the dropouts because of Absenteeism of teachers followed early marriage and Easy availability of employment/demand of labor as compared to other reasons. The opinion on reasons about the dropouts in five districts by parents is not found to be statistically significant

53. A maximum of 28% of fathers of students felt that, the dropout of students because of Absenteeism of teachers in primary schools and minimum of 7% of **fathers** of students have felt that, the dropout of students in primary schools because of early marriage followed by No Separate School for girls, Need to household chores, Poor economic conditions and Easy availability of employment/demand of labor. However, a maximum of 27% of **mothers** of students felt that, the dropout of students because of Absenteeism of teachers in primary schools and minimum of 2% of mothers of students felt that, the dropout of students because of Poor economic conditions followed by others reasons. The difference is found to be statistically significant

54. A maximum of 30.61% of parents of SC students felt that, the dropout of students because of Need to household chores and minimum of 5.10% of parents of SC students have felt that, the dropout of students in primary schools because of Poor economic conditions by No Separate School for girls, Absenteeism of teachers, Poor economic conditions and Easy availability of employment/demand of labor. However, a maximum of 36.27% of parents of ST students felt that, the dropout of students because of Absenteeism of teachers and minimum of 4.90% of parents of ST students have felt that, the dropout of students in primary schools because of Poor economic conditions by No Separate School for girls, Need to household chores, Early marriage and Easy availability of employment/demand of labour. The difference is found to statistically significant.

DROP-OUTS REASONS FROM TEACHERS POINTS OF VIEW

55. In all districts, all teachers have given a similar and maximum towards the dropouts because of Absenteeism of teachers followed early marriage and Easy availability of employment/demand of labor as compared to other reasons. The opinion on reasons about the dropouts in five districts by teachers is not found to be statistically significant

56. A maximum of 32% of teachers of rural primary schools felt that, the dropout of students because of Parents not interested in primary schools and minimum of 0% and 1% of teachers of rural primary schools have felt that, the dropout of students in primary schools because of Afraid of teachers, Lack of toilets in school and To look after siblings followed other reasons. However, a maximum of 34% of teachers of urban primary schools felt that, the dropout of students because of Absenteeism of teachers and minimum of 0% and 1% of teachers of urban primary schools have felt that, the dropout of students in primary schools because of No separate School for girls, Lack of toilets in school and Afraid of teachers followed other reasons. The difference is found to be statistically significant.

57. A maximum of 38.33% of government teachers are felt that, the dropouts of students because of Absenteeism of teachers, 40.00% of aided teachers are felt that, the dropouts of students because of Parents not interested and 42.86% of unaided teachers are felt that, the dropouts of students because of need to household chores followed by others. a significant difference was observed between government, aided and unaided primary school teachers with respect to their opinion of reasons for dropouts of students.

58. A maximum of 33.70% of male teachers are felt that, the dropouts of students because of Parents not interested, and 33.33% of female teachers are felt that, the dropouts of students because of Absenteeism of teachers followed by others. A non significant difference was observed

between male and female teachers of primary school with respect to their opinion of reasons for dropouts of students.

59. A maximum of 42.860% of SC caste teachers are felt that, the dropouts of students because of Parents not interested, 40.00% of aided teachers are felt that, the dropouts of students because of Parents not interested, 32.76% of ST caste teachers are felt that, the dropouts of students because of need to household chores and 33.33% of other caste teachers are felt that, the dropouts of students because of Absenteeism of teachers. A significant difference was observed between castes of teachers of primary school with respect to their opinion of reasons for dropouts of students.

: DISCUSSIONS AND CONCLUSIONS:

The purpose of the present study was to assess the reason, experiences, and mitigating mechanisms of primary school children's dropout. The above section consists of significant findings in line with the stated objectives of this research, and this section discusses the result of the study in line with the literature reviewed. One of the main objectives of this research was to assess the reason /causes / of dropout among primary school students of Hyderabad Karnataka region. Hence, information regarding the reason of drop out was collected from students, teachers, and parents using an informal interview through Questionnaire. Participants were asked to narrate reasons that make students to leave school at an early age. Hence, the answer was analyzed systematically and scientifically based on the similarity of responses and the major reasons were identified and presented as follows.

Socio-Economic Reasons (Poverty):

The finding obtained through study revealed that among the major causes of students drop out, poverty takes the leading place. Children's in school have a lack of many to purchase stationary materials, school

uniform and other necessary things to go to school. Income is the most challenging thing to stay in school. Information from the students, parents and teachers, depict that economic problem is the leading cause of school dropout.

Lack of motivation and interest from students:

Since the majority of the communities are illiterate, they do not force their child to stay in school for a reason they do not know the benefit of being educated. Discussant teachers stated that parents do not ask their child why they are not going to school regularly. Families, who participated in the study, also stated that even if families are able to fulfill all necessary materials to help the child to go to school, children's are not willing to attend school regularly. An interview with teachers also depicts that some students are not interested to stay in school because of a lack of awareness about the future benefit of education. An interviewed teacher has stated that students are looking for income generating activities at an early age rather than passing through difficulties in school. Teachers revealed that since the area is cash crop area students prefer to make money working in the farm than coming to school.

An interview and focus group discussions held with parents and teachers also revealed that some students are influenced by their peers to leave school.

An interview with Students it revealed that some student's blame teachers or School dimension as a reason to leave school. While students continuously late to come to school, they were punished by their classroom teachers. This punishment causes students to get far from school due to fear of punishment for being late to come to school.

An interview with Focus Group shows that ***Infrastructure Dimension***, related reasons are the main reasons for dropouts such as, classroom sizes, and classroom student's ratio also affect students learning.

Interacted teachers also revealed that some of the student's dropouts are

due to ***Personal reasons***; especially females are forced to get married by their parents because of harmful cultural practices in the area. The investigator came to conclude in the following.

- ☞ The **Overall** dropout reasons of SC and ST caste in the present study is slightly higher in ST caste students as compared to SC caste students in primary schools at Hyderabad Karnataka Districts.
- ☞ The total dropout reasons scores of SC and ST students of primary schools is seen higher in students of rural primary schools as compared to students of urban primary schools at Hyderabad Karnataka Districts. Whereas rural student's dropout rate is found to be high in all the dimensions as compare to students of urban primary schools. Whereas ST students dropout rate is found to be high due to personal, family and school and socio-economic reasons and similarly SC students dropout rate is found to be high due to reasons infrastructure reason.
- ☞ The total dropout reasons scores of SC and ST students in government primary schools is seen lesser in SC students of government primary schools as compared to ST students of **government** primary schools at Hyderabad Karnataka Districts. Whereas ST student's dropout rate is found to be high due to all dimensions as compare to SC students.
- ☞ The total dropout reasons scores of SC and ST students is higher in SC students of 1-4 standard as compared to ST students at Hyderabad Karnataka Districts. Whereas SC, 1-4 std. students' dropout rate is found to be high due to personal, school and infrastructure and socio-economic reasons similarly ST, 1-4 std. students' dropout rate is found to be high due to family reasons.
- ☞ The total dropout reasons scores of SC and ST students is seen higher in SC students of 5-6 standard as compared to ST students

at Hyderabad Karnataka Districts. Whereas SC, 5-6 std. students' dropout rate is found to be high due to infrastructure and socio-economic reasons. Similarly ST, 5-6 std. students' dropout rate is found to be high due to personal, family and school reasons.

- ☞ The total dropout reasons scores of SC and ST students is seen lesser in SC students of 7-8 standard as compared to ST students at Hyderabad Karnataka Districts. Whereas SC, 7-8 std. students' dropout rate is found to be high due to personal reason and Similarly ST, 7-8 std. students' dropout rate is found to be high due to family, school, infrastructure and socio-economic reasons.
- ☞ The total dropout reasons scores of SC and ST students is seen higher in students of 1-4 standard as compared to students of 5-6 standard and students of 7-8 standard at Hyderabad Karnataka Districts. Whereas 1-4 std. students' dropout rate is found to be high due to personal, family, and school reason and similarly 7-8 std. students' dropout rate is found to be high due to infrastructure and socio-economic reasons.
- ☞ The mean dropout score due to family and school reasons is significantly higher in ST students as compared to SC students of primary schools at Hyderabad Karnataka Districts.
- ☞ The mean dropout score due to infrastructure reasons is significantly higher in SC students as compared to ST students of primary schools at Hyderabad Karnataka Districts.
- ☞ The mean total dropout scores due to all reasons scores are higher in SC students in primary schools of Kalburgi district as compared to smallest in SC student's primary schools of Bidar district followed by SC students belongs to other districts of Hyderabad Karnataka.
- ☞ The mean total dropout scores due to all reasons scores are higher in ST students in primary schools of Kalburgi district as compared

to smallest in SC student's primary schools of Bidar district followed by ST students belongs to other districts of Hyderabad Karnataka.

- ☞ The mean total dropout scores due to all reasons are significantly higher in rural ST students as compare to urban ST students of primary schools of Hyderabad Karnataka.
- ☞ The mean total dropout scores due to all reasons are significantly different in ST students of 1-4 std. as compare to ST 5-6 std. and 7-8 standards of primary schools students of Hyderabad Karnataka.
- ☞ The dropout scores due to personal reasons, family reasons, school reasons, infrastructure reasons and socio-economic reasons are dependent on each other in this study as a whole.
- ☞ A significant and positive relationship was observed between dropout scores due to personal reasons and infrastructure reasons, personal reasons and Socio-Economic reason reasons are significance. The dropout scores due to personal reasons, infrastructure reasons and Socio-Economic reason of ST students in primary schools of Hyderabad Karnataka dependent on each other.

Parents views about dropouts:

- ☞ In all districts, all parents have given a similar and maximum towards the dropouts because of Absenteeism of teachers followed early marriage and Easy availability of employment/demand of labor as compared to other reasons. The opinion on reasons about the dropouts in five districts by parents is not found to be statistically significant
- ☞ A maximum of 28% of fathers of students felt that, the dropout of students because of Absenteeism of teachers in primary schools and minimum of 7% of **fathers** of students have felt that, the

dropout of students in primary schools because of early marriage followed by No Separate School for girls, Need to household chores, Poor economic conditions and Easy availability of employment/demand of labor. However, a maximum of 27% of **mothers** of students felt that, the dropout of students because of Absenteeism of teachers in primary schools and minimum of 2% of mothers of students felt that, the dropout of students because of Poor economic conditions followed by others reasons. The difference is found to be statistically significant.

- A maximum of 30.61% of parents of SC students felt that, the dropout of students because of Need to household chores and minimum of 5.10% of parents of SC students have felt that, the dropout of students in primary schools because of Poor economic conditions by No Separate School for girls, Absenteeism of teachers, Poor economic conditions and Easy availability of employment/demand of labor. However, a maximum of 36.27% of parents of ST students felt that, the dropout of students because of Absenteeism of teachers and minimum of 4.90% of parents of ST students have felt that, the dropout of students in primary schools because of Poor economic conditions by No Separate School for girls, Need to household chores, Early marriage and Easy availability of employment/demand of labor. The difference is found to statistically significant.

Teachers views about dropouts:

- In all districts, all teachers have given a similar and maximum towards the dropouts because of Absenteeism of teachers followed early marriage and Easy availability of employment/demand of labor as compared to other reasons. The opinion on reasons about the dropouts in five districts by teachers is not found to be statistically significant.

- A maximum of 32% of teachers of rural primary schools felt that, the dropout of students because of Parents not interested in primary schools and minimum of 0% and 1% of teachers of rural primary schools have felt that, the dropout of students in primary schools because of Afraid of teachers, Lack of toilets in school and To look after siblings followed other reasons. However, a maximum of 34% of teachers of urban primary schools felt that, the dropout of students because of Absenteeism of teachers and minimum of 0% and 1% of teachers of urban primary schools have felt that, the dropout of students in primary schools because of No separate School for girls, Lack of toilets in school and Afraid of teachers followed other reasons. The difference is found to be statistically significant.
- A maximum of 38.33% of government teachers are felt that, the dropouts of students because of Absenteeism of teachers, 40.00% of aided teachers are felt that, the dropouts of students because of Parents not interested and 42.86% of unaided teachers are felt that, the dropouts of students because of need to household chores followed by others. a significant difference was observed between government, aided and unaided primary school teachers with respect to their opinion of reasons for dropouts of students.
- A maximum of 33.70% of male teachers are felt that, the dropouts of students because of Parents not interested, and 33.33% of female teachers are felt that, the dropouts of students because of Absenteeism of teachers followed by others. A non significant difference was observed between male and female teachers of primary school with respect to their opinion of reasons for dropouts of students.
- A maximum of 42.860% of SC caste teachers are felt that, the dropouts of students because of Parents not interested, 40.00% of

aided teachers are felt that, the dropouts of students because of Parents not interested, 32.76% of ST caste teachers are felt that, the dropouts of students because of need to household chores and 33.33% of other caste teachers are felt that, the dropouts of students because of Absenteeism of teachers. A significant difference was observed between castes of teachers of primary school with respect to their opinion of reasons for dropouts of students.

Conclusion:

Based on the discussion as above, the following conclusions were drawn. The significant causes of dropout in primary school are a financial constraint; in addition to this students are facing challenges of instructional language and cultural barriers which exacerbate dropout rate among primary school students. Majority of students who dropped out of school engage themselves on different income generating activities to make money to support families and themselves. Negative attitude of the society towards education and awareness of the society about the importance of education which is linked with the literacy level of the community also contributed to the dropout of students. Financial supports, awareness creations, developing an intimate and positive relationship with students, addressing illiteracy, abolishing cultural barrier and working with different religious and civic organizations are needed to help the child to stay in school and minimize the level of dropout.

: EDUCATIONAL IMPLICATIONS OF THE STUDY:

Following are the some of the educational Implications of the present study which was revealed by the investigator from the findings of the present study.

The government policies are emphasizing to encourage the weaker section of the society by providing more and more facilities and

educational opportunities to the scheduled caste and scheduled tribe's backward classes of the societies. In spite of the fact that many opportunities are being provided, scheduled caste and tribes still find themselves lacking in availing the educational opportunities. These facilities in the area of education are a question, which needs more and more attention of the educationists, planner and the researchers. This study will fill a vacuum. Since no such type of study has been conducted in this aspect with scheduled caste students, findings of the study are immense help to teachers, administrators, parents, curriculum planners, and education policy maker.

From social point of view the study in hand will give a better insight to society and will help them to see that these poor members are the victims of the circumstances created by us and are originally lacking in their performance make up. They need help; we have to help them with sympathy.

The study will help teachers to touch the exact points of the deficiencies of their students. School administration can design the effective remedial programme for these students very specifically and pin-pointedly. Besides it will help teachers to visualize that these students are not knowingly backward. The course of their academic backwardness is deep-rooted. It is hoped that in future the teachers will be more sympathetic to these students and they would try to help them to make up their academic achievement equivalent to other caste fellows.

It is helpful to parents. They can have a better understanding of that if there is more dominance of control, protectiveness, social isolation, rejection, deprivation of privileges and permissiveness then it will result in low academic achievement and dropouts. So the parents should keep these factors in balance manner.

School administration can design the effective remedial programme and extra co-curricular activities for these students, according to interest and ability of students very specifically and pin-pointedly.

Constant micro-planning and verification to ensure that student will not fail at any stage and provision of remedial courses to improve their perspectives for further education, these types of measures for contemplation for education of scheduled castes and Scheduled tribes shouldbe taken.

The Govt. of India especially the Govt. of Karnataka has planned various programmes for the upliftment and welfare. Different types of economic facilities are being provided for them, seats are reserved for them in services. Minimum educational standard for the admission in school and services have been kept low to them.

- The illiteracy levels of the families need to be addressed through adult education programs to convince the community not to push children's out of school.
- Hyderabad Karnataka Development Board (HKDB) office must work with different GO and NGOs to overcome students learning difficulties especially concerning stationery materials and infrastructural facilities.
- Partnerships with Religious and Civil Society Organizations will also help to minimize dropout.
- Addressing Cultural Barriers and Wrong Community Attitudes and Gender Issues through adult education and awareness creation programs are necessary.
- Increasing the number of primary Schools in each village within a walk able distance.
- The best mechanism to minimize dropout is creating awareness within the community concerning the benefit of education.
- The budget for the primary schools has to be increased so as to

support some students with the problem of school materials.

- Different NGOs and civic organizations have to take part in minimizing dropout.
- Government has to build schools with good quality and quantity at a shorter distance than the current.
- Additional teachers have to be employed in each school to better work jointly with the community.
- Water, sanitation and other necessary condition need to be fulfilled.
- To make schools a better place for children's to study.
- Our children's will better understand what they learned if their local language becomes their instructional media.
- Each family need to be committed to educating their children's even if it is difficult to send many children's to school.
- Every teacher has a responsibility to take part in intervening dropout. Next to families, teachers are responsible for the failure and success of students. Therefore we (all teachers) need to be engaged in teaching the society and motivating students to make them stay at school.

: RECOMMENDATIONS:

The following recommendations are suggested based on the findings and conclusions of the study:

- Dropout students are engaged in helping families in terms of finance. Therefore Income generating activities are the best means of combating child labor in general and dropout child in particular. Schemes like revolving funds and credit facilities based on feasibility studies should be arranged for targeted groups.
- Schools should improve teaching methodologies, instructions, buildings, furniture, facilities, and access to support, for struggling students so that the school becomes a place of interest rather than of aversion.
- An effective parent-teacher association, school development committee, as well as pupils partnership, should be formed and team up to work

together to encourage and assist children on the verge of dropping out to remain in school.

- Adult education will also help society to have insight about the importance of education.
- The awareness programme should be organized through mass media to change the mindset of the parents.
- Although the Ministry and the educational organizations are working hard to reduce the drop-out rate, still there is a high rate of dropping out. Therefore the Ministry of education has to give due attention to reducing dropout.

In order to make the society and parents aware of the benefit of educating children's, it is good to conduct workshops and seminars with parents, religious leaders in the Hyderabad Karnataka region especially the district of Yadagir where the literacy rate and dropout rate is high. It is also important to broadcast through mass media about the problem of dropout students and their solutions adequately.

: SUGGESTIONS FOR FURTHER RESEARCH:

The present study tries to bring out the reasons for dropouts of SC/ST students of primary schools of Hyderabad Karnataka districts. But any study, howe ver, wide it may be, its scope cann ot claim to be all inclusive and points out the suggestions for further investigation with other equally relevant variables.

In an attempt for solution of the problem, new problems arise. It is from this point of view, some suggestions are being made for further investigation of some of the important issues that seem to originate from the present work.

- ☞ Similar studies may be conducted at secondary and h i g h e r education.
- ☞ The study can also be conducted comparatively with the sample of

primary and secondary school students.

- ☞ The study can be conducted to compare with s c / s t s t u d e n t s w i t h OBC and GM caste students.
- ☞ Similar studies may also be conducted to compare the different regions of Karnataka state such as Kittur Karnataka, Mysore Karnataka and kalian Karnataka.
- ☞ A longitudinal case study can be conducted to find the reasons for dropouts.
- ☞ A similar study can be conducted with reference to different methods of research such as Qualitative, correlation and comparative studies.
- ☞ A similar study can be conducted with reference to different statistical techniques such as parametric and non parametric.
- ☞ A similar study can be conducted with reference to different methods of research such as Qualitative, correlation and comparative studies.
- ☞ A similar study can be conducted in between states and the nations.
- ☞ A similar study can be conducted with reference to different techniques of research such as Participant Observation, Structured interview etc.

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On

"A STUDY ON DROPOUT AMONG SCHEDULED CASTE AND SCHEDULED TRIBE IN PRIMARY SCHOOLS AT HYDERABAD KARNATAKA DISTRICT"

Questionnaire

(I) REASONS FROM THE STUDENTS POINT OF VIEW:

Name: Occupation:

Age: Gender: Male/Female

Category : SC/STs Caste:

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1) Did you went any Pre-school? :Yes/No

2) What was the age of yours when you were enrolled for the first time in schools?(in complete years)

a) 3years b)4years c)5years d)6years

3) In which school you studied?

a) Government b) Private-Aided c) Private- Un -Aided

4) what were the reasons for which you liked for going to school?

a)Liked learning at school b)school was good

c)Teacher were good d)Any other(specify)

5) Class after which you dropped out?

a) Class 1st b)Class 2nd c)Class 3rd d)Class 4th

e)Class 5th f)Class 6th g)Class 7th

06) What was the reaction of parents when you left school?

a) Happy *b*)No reaction

c) Angry d) Persuaded you to go to school

07) What type of household activities you were doing after the school hours?

a) Looking after siblings b) Farm labour

c) Doing household activities d) Others (specify)

08) *What activities* are you performing after dropping out from school?

a) Working for salary/wages b) Doing domestic chores

c) engaged in family business d) other(specify)

09) Do you want to go back to school? Yes / No

10) ***If yes*** what kind of facilities do you require? Prioritize.

a) Availability of teachers at school b) Better teaching learning process

c) Conveyance to school d)Change in medium of instructions

*e) F*un in learning f) Change in school timings

g) Change in timings of vacations h) Good infrastructure

i) No pressure from Parents j) Remedial Teaching

k) ICT facilities l) Any other(specify)_____

11) What were the reasons for which you did not like for going to school? Prioritize.

a) Financial constraints/poverty b) Health problems

c) Medium of instruction(language problem) d) School is far away

Following are the some of the statements regarding reasons for your dropouts. Read each statement carefully and give your answer in the form of marking ( ) mark under Agree, Un-Decided and Disagree

Sl.No	Reason	S.A	UD	DA
	I:PERSONAL DIMENSION			
01	Due to no Separate School for girls and Boys is the main reason for your drop-outs?			
02	Due to continuous Failure repetition you left school?			
03	Due to no interest in studies you left the school?			
04	Due to poor health condition you dropped school?			
05	Did you feel, Education is not necessary as it is not linked with available job?			
06	Did you left school due to sexual harassment from students?			
07	Did you left the school due to non fulfillment of Parents/ Teachers high expectations?			
08	Did you left the school due to your friends left?			
09	Did you left the school due to hesitation/shyness due to maturation(m.c)?			
10	Did you left the school due to feeling of no use of such education?			
	II:FAMILY DIMENSION			
11	Due to household chores you left the school?			
12	Did you left school due to Parents have not shown interest in your study?			
13	Did you left school due to your early marriage?			

14	Did you left school due to look after your siblings?			
15	Due to Drunkard parents you left school?			
16	Due to step mother/step father and their treatment you left school			
17	Due to gender disparity in the family you left school?			
18	Did you left school because of parents forced to do work with them?			
19	Did you left the school due to Death of Father/Mother or both?			
20	Did you left the school due to continuous migration of my parents for work?			
	III:SCHOOL DIMENSION			
21	Did you faced trouble in travelling to school in normal days?			
22	Did you left school because of continuous Absenteeism of teachers?			
23	Due to afraid of teachers you left school?			
24	Did you left school due to sexual harassment from Teachers/siblings?			
25	Did you left school due to improper curriculum and ineffective methods?			
26	Did you left the school due to no importance for co-curricular activities?			
27	Did you left the school due to only Male/Female teachers in schools?			
28	Did you left the school due to Medium of Instruction?			
29	Did you left the school due to no scope for remedial			

	Teaching in school?			
30	Did you left the school due to Punishment from Teachers/Headmasters?			
	IV:INFRASTRUCTURE DIMENSION			
31	Due to Improper school building you left school?			
32	Due to Lack of toilets and sensitization you left school?			
33	Did you left school due to Improper drinking water facility in school?			
34	Did you left the school due to Lac of ICT facility?			
35	Did you left the school due to improper seating arrangements in school?			
36	Did you left the school due to non availability of schools in surrounding?			
37	Did you left the school due to improper Transport Facility?			
38	Did you left the school due to non availability of Teaching-Learning materials?			
39	Did you left the school due to non availability of Governmental facilities such as books,cycle,uniform etc.?			
40	Did you left the school due to no scope for sports and Games?			
	V:SOCIO-ECONOMIC DIMENSION			
41	Did you left the school due to caste you belong?			
42	Did you left the school due to disparity from the Teachers/Students based on the caste?			
43	Did you left the school due to rigid customs and			

	Traditions.			
44	Did you left the school due to Untouchability practice in society?			
45	Did you left the school due to religious Practices?			
46	Due to Poor economic condition of your family you left school?			
47	Due to immediate need of employment you left school?			
48	Due to Easy availability of employment/ demand of labour you left school?			
49	Did you left the school due to non affordable private fees			
50	Did you left the school due to force from parents to engage in ancestral occupation			

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II) REASONS FROM THE PARENTS POINT OF VIEW:

1. Name of the Respondent:

2. Sex: Male/Female

3. Category: SC/ST

3. Type of house: Hut/Tiled/Terraced

4. Average monthly income (In rupees):

a) Less than 1000 b)1000-3000 c)3000-5000 d)above 5000

5. How many children do you have?

a) Sons ( ) b) Daughters ( )

6) How many of them have gone to school?

a) Sons ( ) b) Daughters ( )

7) For what reason did your child discontinued schooling? Prioritize

Sl.No	Reason	A	UD	DA
01	No Separate School for girls			
02	Improper school building			
03	Lack of toilets in school			
04	Absenteeism of teachers			
05	Child afraid of teachers			
06	Lack of drinking water in school			
07	Failure repetition			
08	Need to household chores			
09	No interest in studies			
10	Parents not interested			

11	Early marriage			
12	To look after siblings			
13	Involved in business			
14	Poor economic conditions			
15	Education is not necessary as it is not liked with available job			
16	Easy availability of employment/demand of labour			

8) Was your child getting any support from government during his/her studies?

1) Yes 2) No

9) **If yes** what kind of support

1) Free education 2) Free books 3) Daily meals 4) Others

10) Did your child complaint about the school teachers?

1) Yes 2) No

11) Were any efforts taken by authorities (state /district /school) to send your child back to school?

1) Yes 2) No

12) What facilities you need to send back your child to school? Prioritize

1) Free textbooks 2) Free uniform 3) Quality of teachers at school

4) Subsidized fees 5) free hostel facilities 6) Basic Facilities at school

*7) Scholarship 8) Others(specify)*_____

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III) REASONS FROM THE TEACHERS POINT OF VIEW:

1. Name of the school:-

2. Name of the teacher:-

3. Did your school offer mid day meals to the students?

1) Yes 2) No

4. Does your school offer some special facilities to SC and ST students?

a) Yes b) No

5. ***If yes*** *what kind of facilities do you provide?*

a) Special free tours b) Scholarship c) Other(specify)_____

6. How many students have dropout from the school during this year ?

a) boys (_____) b) Girls (_____)

7. How many students drop out from your school during last five years? Year boys girls Total

a)1-5 b) 5-10 c)10-15 d)above 15

8. *What were the reasons for dropout ?* ***Prioritize***

1) No separate School for girls 2) Afraid of teachers

3) Lack of toilets in school 4)To look after siblings

5) Absenteeism of teachers 6) Improper school building

7) need to household chores 8) Involved in business

9) Parents not interested 10) Lack of drinking water in school

11) Easy availability of employment/demand of labour

12) Education is not necessary as it is not liked with available job

9. Did your school take any initiatives to bring back the dropouts?

1) Yes 2) No

10. What strategies did you employed to try to prevent him/her from dropping out?

1) Do you use a structured approach for any student at risk ?

2) Were you professionally supported inside the school or from outside?

3) What second chance activities have you organized?

4) How many contacts did you have with his/her family?

5) Were you able to maintain a good relationship with the student and his/her family?

11. What prevented you from applying other strategies ?

1) lack of time 2) lack of training 3)lack of resource

4) Lack of support from higher authorities 5)Lack of support from other teachers. 6) Lack of support from Community leaders

12. Do you have any new strategies to suggest which you would like to try in similar situation in the future?

1) Building good relationship with parents and children's

2) Extra remedial teaching for the students

3) Taking Support from Community Leaders

4) Take support from SDMC members

(Dr.VIJAYALAXMI.B.PAWAR)

ICSSR-PDF-SCHOLAR

Department of Education

K.S.A.W.University,Vijayapura

ನಮ್ಮೂರ ಮಾದರಿಯ ಪ್ರಾಥಮಿಕ ಶಾಲೆ

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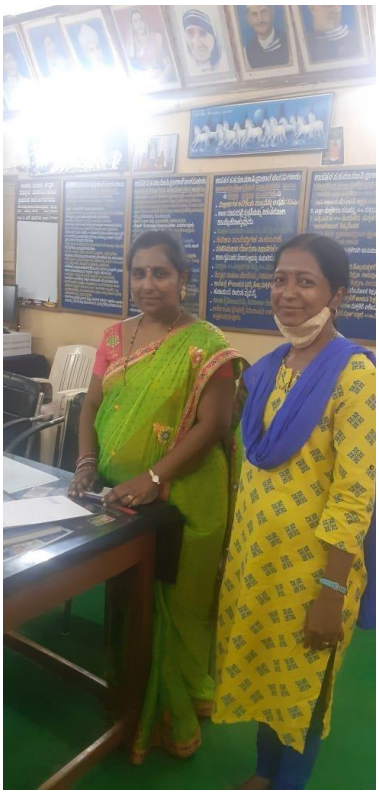

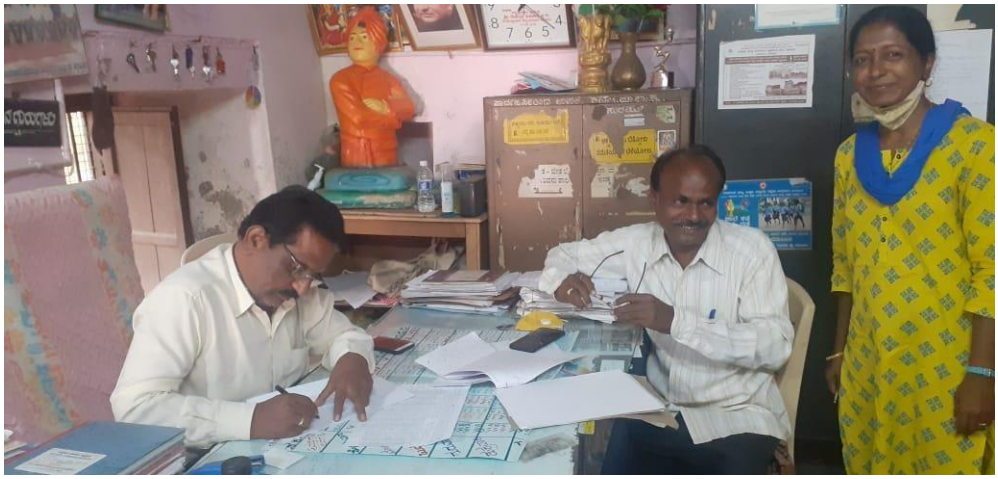

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Turkish Online Journal of Qualitative Inquiry (TOJQI)
Volume 12, Issue 4, Month 2021: 178-183

"A Study Of The Extent And Causes Of Dropouts In Primary Schools Withs Pecial Reference To S.C And S.T Of North Karnataka"

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Abstract
The problem of dropout has been continually troubling the primary education system not only in India but in other developing countries also. Dropout does not mean mere rejection of school by children. It lead to wastage of the funds invested in school buildings, Teacher's salaries, equipment textbooks, and so on. It also means the existence of some deficiencies in the organization of the primary education system. The subject of dropout or wastage has been studied in India and other countries over the past 70 years and many of the reasons for this educational malady are known. However, it is not easy to deal with the malady because its origin lies partly within the system itself which has been designed by scholars, politicians and administrators. The intentions may beyond reproach but the major lacuna in their designs has been the absence of a comprehensive dialogue with the people to understand their perception of education and of the place of the child in the family. This is the reason why several developing countries are now recognizing the primary education system so as to make it people-oriented, instead of official- oriented.

KEY WORDS:Dropouts, Primary school, Scheduled Caste and Scheduled Tribes.

INTRODUCTION:

The problem of dropout has been continually troubling the primary education system not only in India but in other developing countries also. Dropout does not mean mere rejection of school by children. It lead to wastage of the funds invested in school buildings, Teacher's salaries, equipment textbooks, and so on. It also means the existence of some deficiencies in the organization of the primary education system. The subject of dropout or wastage has been studied in India and other countries over the past 70 years and many of the reasons for this educational malady are known. However, it is not easy to deal with the malady because its origin lies partly within the system itself which has been designed by scholars, politicians and administrators. The intentions may beyond reproach but the major lacuna in their designs has been the absence of a comprehensive dialogue with the people to understand their perception of education and of the place of the child in the family. This is the reason why several developing countries are now recognizing the primary education system so as to make it people-oriented, instead of official- oriented.

The school dropout rate for SC/ST students is much higher than that of the other Categories, even as the debate over reservation for the weaker sections continue in the wake of the recent supreme court orders. High dropouts rate among the Scheduled Caste and Scheduled Tribes children remains a challenge for the Human Resource Development (MHRD) Ministry. Figures released by the ministry said that as many as 37% Scheduled Caste students and 49% Scheduled Tribe students stop studying after initial years of schooling. While the dropout rate of other categories of students has witnessed a phenomenal fall, the rate still remain high for SC and ST students.

The present study has found that all the usual causes of dropout exist in the blocks selected for study. It is also found that lack of proper roads essential to enable the children to walk to school is also one of the reasons for difficulties in school dropouts in some areas. Perhaps, for a similar reason, and a few other reasons also, no separate school for Girls and Boys, non fulfillment of high expectations of Parents/Teachers, Gender disparity in the Family, Ineffective Methods used by teachers, No importance for co-curricular activities, Non-availability of schools in surroundings, due to Caste they belongs, Poor economic conditions of the family and Non-affordable private fees. In Karnataka, the salaries of teachers are now reasonably good and this is no longer a factor which would adversely affect the teacher's performance. But lack of supervision and also a lack of dialogue with the community due to the centralized nature of administration seem to be the major reasons for the teachers' disinclination to work in unfamiliar communities where they are posted.

OBJECTIVES OF THE STUDY:

The main objectives of this study is to examine the dropouts in the selected districts of North Karnataka region.

1. To find out the causes of dropout of students before passing the 7 or 8 class.
2. To study the extent of dropouts of primary school with reference to S.C and S.T students.

3. To study the cause analysis of the dropouts of primary school with reference to S.C and S.T students.
4. To study the comparative analysis of Personal, Family, School, Infrastructure and Socio-economic reasons for dropouts of primary school with reference to S.C and S.T students
5. To suggest the measures to reduce the dropout students with reference to S.C and S.T

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METHODOLOGY:

In the present study **Descriptive survey** method is the best method for finding the causes for dropouts in Primary schools of S.C and S.T Students. The researcher has prepared Questionnaire contains **55 Questions** and personally visited the Primary schools of Hyderabad Karnataka Districts such as Raichur, Koppal and Bellary and collected data from **150 Primary School dropout students** of S.C and S.T by applying **Stratified Random Sampling Technique**. The collected data were analyzed by applying Average Percentage.

ANALYSIS AND INTERPRETATION OF RESULTS:

The collected data from 150 dropout students of primary school with reference to SC and ST students are analyzed by tabulating by average Percentage and presented in the following manner.

Table No-1:showing the percentage responses of the dropout students with respect to item related to **Personal dimension**.

F Items	% of students who Strongly Agreed to the statement	% of students who said Un-decided answer to the statement	% of students who Dis- Agreed to the statement
01	87.00	00.00	13.00
02	10.00	00.00	90.00
03	35.00	00.00	65.00
04	29.50	07.00	63.50
05	65.25	05.75	29.00
06	10.00	04.00	86.00
07	80.00	03.00	17.00
08	14.50	00.00	85.50
09	30.00	08.00	62.00
10	31.00	00.00	69.00
Total %	**39.23**	**02.77**	**58.00**

From the above table it reveals that 39.23 average % of students left the school due to Personal reasons and 58.00 average % of students disagreed to the statement left the school due to personal reason and only 2.77average % of students gave the answer undecided. The detailed item wise analysis can be seen below.

For the Item no.1: About **87.00%** of students dropped out due to no separate school for Girls and Boys.

For the Item no.2:only 10.00% of students left school due to Continuous failure.

For the Item no.3:about 35.00% of students left school due to no interest in studies.

For the Item no.4:about 29.50% of students left school due to Poor health condition.

For the Item no.5:about **65.25%** of students left school due to Education is not linked with available job.

For the Item no.6:only 10.00% of students left school due to Sexual Harassment from students.

For the Item no.7:about **80.00%** of students left school due to non fulfillment of high expectations of parents/teachers.

For the Item no.8:about 14.50% of students left school due to friends left the school.

For the Item no.9:about 30.00% of students left school due to shyness due to maturation.

For the Item no.10:about 31.00% of students left school due to no use of such education.

Table No-2:showing the percentage responses of the dropout students with respect to item related to **Family dimension**.

Items	% of students who Strongly Agreed to the statement	% of students who Undecided answer to the statement	% of students who Dis- Agreed to the statement
11	69.00	06.00	25.00
12	34.75	02.00	63.25
13	65.65	00.00	34.35
14	50.00	03.50	46.50
15	04.00	16.00	80.00
16	22.00	00.00	78.00
17	65.00	07.00	28.00
18	62.00	00.00	38.00

19	29.50	00.00	70.50
20	35.50	04.50	60.00
Total %	**43.74**	**03.90**	**52.36**

From the above table it reveals that **43.74** average % of students left the school due to Family reasons and **52.36** average % of students disagreed to the statement left the school due to Family reason and only **03.90** average % of students gave the answer undecided. The detailed item wise analysis can be seen below.

For the Item no.11: About **69.00%** of students dropped out due to Household Chores
For the Item no.12:only 34.75% of students left school due to Parents Not shown Interest.
For the Item no.13: about **65.65%** of students left school due to early marriage.
For the Item no.14: about 50.00% of students left school due to Look after siblings.
For the Item no.15: Only about 04.00% of students left school due to Drunkered Parents.
For the Item no.16: only 22.00% of students left school due to Step Mother/Father.
For the Item no.17: about **65.00%** of students left school due to Gender disparity in the Family.
For the Item no.18: about **62.00%** of students left school due to parents forced to do work with them.
For the Item no.19: about 29.50% of students left school due to Death of Father/Mother.
For the Item no.20:about 35.50% of students left school due to Continuous migration of Parents for work.

Table No-3:showing the percentage responses of the dropout students with respect to item related to **School dimension**.

Items	% of students who Strongly Agreed to the statement	% of students who Undecided answer to the statement	% of students who Dis- Agreed to the statement
21	46.87	00.00	53.13
22	59.37	00.00	40.63
23	28.12	02.00	69.88
24	12.50	01.00	86.50
25	15.62	00.00	84.38
26	09.37	10.00	80.63
27	58.25	05.00	36.75
28	75.00	02.00	23.00
29	54.50	05.00	40.50
30	64.50	02.00	33.50
31	46.50	10.00	43.50
32	24.00	06.00	70.00
33	49.00	03.00	48.00
34	62.50	07.00	30.50
35	23.65	06.35	70.00
Total %	**41.95**	**03.95**	**54.09**

From

the above table it reveals that **41.95** average % of students left the school due to School reasons and **54.09** average % of students disagreed to the statement left the school due to School reason and only **03.95**average % of students gave the answer undecided. The detailed item wise analysis can be seen below.

For the Item no.21: 46.87% of students dropped out due to Travelling to school
For the Item no.22:only 59.37% of students left school due to not like to go to school.

For the Item no.23: about 28.12% of students left school due to traveling to school in rainy season.
For the Item no.24: only about 12.50% of students left school due to continuous absenteeism of teachers.
For the Item no.25: Only about 15.62% of students left school due to Afraid of teachers.
For the Item no.26: only 09.37% of students left school due to sexual harassment from teachers.
For the Item no.27: about **58.25%** of students left school due to Improper curriculum.
For the Item no.28: about **75.00%** of students left school due to Ineffective Methods used by teachers.
For the Item no.29: about 54.50% of students left school due to Imbalance in curricular and co-curricular activities.
For the Item no.30:about **64.50%** of students left school due to No importance for co-curricular activities.
For the Item no.31: 46.50% of students dropped out due to Only Male/Female teachers in the school.
For the Item no.32:only 24.00% of students left school due to Medium of Instruction.
For the Item no.33: about 49.00% of students left school due to Home work not done.
For the Item no.34: about **62.50%** of students left school due to no scope for remedial teaching.
For the Item no.35: Only about 23.65% of students left school due to Punishment from Teachers/Headmasters.

Table No-4:showing the percentage responses of the dropout students with respect to item related to **Infrastructure dimension**.

Items	% of students who Strongly Agreed to the statement	% of students who Undecided answer to the statement	% of students who Dis- Agreed to the statement
F 36	35.00	00.00	65.00
37	68.00	02.00	30.00
38	24.00	00.00	76.00
39	33.00	07.00	60.00
40	30.00	00.00	70.00
41	81.00	04.00	15.00
42	62.50	03.50	34.00
43	55.00	00.00	45.00
44	28.00	02.00	70.00
45	16.50	07.00	76.50
Total %	**43.33**	**02.55**	**54.12**

From the above table it reveals that **43.33** average% of students left the school due to Lack of Infrastructure facility and **54.12** average % of students disagreed to the statement left the school due to Lack of Infrastructure facility reason and only **02.55** average % of students gave the answer undecided. The detailed item wise analysis can be seen below.

For the Item no.36: only 35.00% of students left school due to Improper school Building.
For the Item no.37: about **68.00%** of students left school due to Lack of Toilets and Sanitary measures.
For the Item no.38: about 24.00% of students left school due to Improper drinking water facility.
For the Item no.39: about 33.00% of students left school due to Lack of ICT facilities.
For the Item no.40:about 30.00% of students left school due to Improper seating arrangements in the school.
For the Item no.41:about **81.00**% of students dropped out due to Non-availability of schools in surroundings.
For the Item no.42:about **62.50%** of students left school due to Improper Transport facility.
For the Item no.43: about 55.00% of students left school due to Non-availability of teaching-learning materials.
For the Item no.44: only 28.00% of students left school due to Non-availability of Governmental facilities properly.
For the Item no.45: Only about 16.50% of students left school due to Punishment from Teachers/Headmasters.

Table No-5:showing the percentage responses of the dropout students with respect to item related to **Socio - Economic dimension**.

Items	% of students who Strongly Agreed to the statement	% of students who Undecided answer to the statement	% of students who Dis- Agreed to the statement
46	68.25	02.50	29.25
47	62.50	05.00	32.5
48	45.00	12.00	43.00
49	62.50	05.00	32.50
50	12.50	07.50	80.00
51	81.25	00.00	18.75

52	62.50	07.50	30.00
53	50.00	03.00	47.00
54	68.50	03.50	28.00
55	57.00	03.00	40.00
Total %	**57.00**	**04.90**	**38.10**

From above table it reveals that **57.00** average % of students left the school due to socioeconomic reason and **38.10** average % of students disagreed to the statement left the school due to socioeconomic reason and only **04.90** average % of students gave the answer undecided. The detailed item wise analysis can be seen below.

For the Item no.46: about **68.25%** of students left school due to Caste they belongs.

For the Item no.47: about **62.50%** of students left school due to Disparity from the teacher/students based on the caste.

For the Item no.48: about 45.00% of students left school due to Rigid customs and traditions.

For the Item no.49: about **62.50%** of students left school due to Un-touchability practice in schools.

For the Item no.50:Only12.50% of students left school due to religious practices.

For the Item no.51:about **81.25**% of students dropped out due to Poor economic conditions of the family.

For the Item no.52:about **62.50%** of students left school due to Immediate need of employment.

For the Item no.53: about 50.00% of students left school due to easy availability of employment/ Demand of labour.

For the Item no.54: about **68.50%** of students left school due to Non-affordable private fees.

For the Item no.55: about 57.00% of students left school due to force from parents to engage in ancestral occupation.

MAJOR FINDINGS OF THE STUDY:

Following are the major findings of the study which has been revealed from the careful analysis of the data.

- 87.00% of students dropped out due to no separate school for Girls and Boys.
- 65.25% of students left school due to Education is not linked with available job.
- 80.00% of students left school due to non fulfillment of high expectations of Parents/Teachers.
- 69.00% of students dropped out due to Household Chores
- 65.65% of students left school due to early marriage.
- 65.00% of students left school due to Gender disparity in the Family.
- 62.00% of students left school due to parents forced to do work with them.
- 58.25% of students left school due to Improper curriculum.
- 75.00% of students left school due to Ineffective Methods used by teachers.
- 64.50% of students left school due to No importance for co-curricular activities
- 62.50% of students left school due to no scope for remedial teaching.
- 68.00% of students left school due to Lack of Toilets and Sanitary measures.
- 81.00% of students dropped out due to Non-availability of schools in surroundings.
- 62.50% of students left school due to Improper Transport facility.
- 68.25% of students left school due to Caste they belongs.
- 62.50% of students left school due to Disparity from the teacher/students based on the caste
- 62.50% of students left school due to Un-touchability practice in schools.
- 81.25% of students dropped out due to Poor economic conditions of the family.
- 62.50% of students left school due to Immediate need of employment.
- 68.50% of students left school due to Non-affordable private fees.

EDUCATIONAL IMPLICATIONS:

Following are the educational implications of the present study.

1. Education for students up to secondary stage should be made free in all parts of the country, besides, incentives like free supply of books, stationery, uniforms, midday meal, scholarships and stipends should be provided to all SC and ST students irrespective of socioeconomic standard.
2. Separate schools for Girls should be established wherever there is a demand for them. However the same standard and course should be made available in such schools as in co-education schools.
3. More women teachers should be employed and special facilities should be provided to attract them.
4. The school environment should be made more attractive, so that student participation in the education system is greater than at present. Adequate infrastructure facilities like, proper seating arrangement in the class, sufficient toilets for both girls and boys, and special attention should be given for suitable co-curricular activities and sports and games should be made available.

5. The number of teachers should also be increased to maintain proper student-teacher ratio, and school timing should be made so flexible.The fee of private schools should be minimized and there is a need of establishing controlling body over private schools.
6. The school curriculum should be framed need based and it should be flexible. General and vocational training courses should be combined so that immediate employment can be facilitated. Proper training for teachers to use innovative methodology so that education should be reached to un-reached one.

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'RESEARCH JOURNEY' International E- Research Journal
Issue - 285 (A) : Multidisciplinary Issue
Peer Reviewed Journal
E-ISSN : 2348-7143
February-2022

A Study of the Reasons for Dropouts in Primary Schools with special Reference to S.C. and S.T. Students of Hyderabad Karnataka

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Key Words: Dropouts, Primary school, Scheduled Caste and Scheduled Tribes, Hyderabad Karnataka Region.

Introduction:

The problem of dropout has been continually troubling the primary education system not only in India but in other developing countries also. Dropout does not mean mere rejection of school by children. It leads to wastage of the funds invested in school buildings, Teacher's salaries, equipment textbooks, and so on. It also means the existence of some deficiencies in the organization of the primary education system. The subject of dropout or wastage has been studied in India and other countries over the past 70 years and many of the reasons for this educational malady are known. However, it is not easy to deal with the malady because its origin lies partly within the system itself which has been designed by scholars, politicians and administrators. This is the reason why several developing countries are now recognizing the primary education system so as to make it people-oriented, instead of official- oriented. Majority of lower class economic groups are withdrawing their daughters from educational institutions at the age of 12 or 13 from 7th class onwards. So the rate of dropouts of SC and ST Students. That is why still this community is scanned about their girls, and has the feeling that, if their daughters go outside for education they will be influenced by media, films and may get spoiled.

The school dropout rate for SC/ST students is much higher than that of the other Categories, even as the debate over reservation for the weaker sections continues in the wake of the recent Supreme Court orders. High dropout's rate among the Scheduled Caste and Scheduled Tribes children remains a challenge for the Human Resource Development (MHRD) Ministry. Figures released by the ministry said that as many as 37% Scheduled Caste students and 49% Scheduled Tribe students stop studying after initial years of schooling. While the dropout rate of other categories of students has witnessed a phenomenal fall, the rate still remains high for SC and ST students.

The present study has found that all the usual reasons for dropout exist in the blocks selected for study. In this section, the reasons and its dimensions scores for dropouts from the Scheduled Caste and Scheduled Tribe students' point of view in Primary Schools at Hyderabad Karnataka Districts according to districts, locations, types of management, gender and study standards

Objectives of the Study:

The main objectives of this study are to find out the reasons for dropouts in the selected districts of North Karnataka region.

1. To find out the significant difference between SC and ST students of Hyderabad Karnataka Districts with respect to total reasons for dropouts scores in primary schools.
2. To find out the significant difference between SC and ST students of Hyderabad Karnataka Districts with respect to dimension scores of dropout reasons (i.e. personal reason, family

reason, school reason, infrastructure reason and socio-economic reason) in primary schools.

3. To find out the significant difference between SC and ST students of Kalburgi district with respect to total reasons for dropouts and its dimension scores (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) in primary schools of Hyderabad Karnataka.
4. To find out the significant difference between SC and ST students of Yadagiri district with respect to total reasons for dropouts and its dimension scores (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) in primary schools of Hyderabad Karnataka

Methodology:

In the present study Descriptive survey method is the best method for finding the reasons and its dimensions scores for dropouts from the Scheduled Caste and Scheduled Tribe students' point of view in Primary Schools of Hyderabad Karnataka region. The researcher has prepared Questionnaire and personally visited the Primary schools of Hyderabad Karnataka Districts such as Kalaburagi, Yadagir, Raichur, Koppal and Bellary and collected data from 500 Primary School dropout students of S.C and S.T by applying Stratified Random Sampling Technique. The collected data were analyzed by applying t-test.

Analysis And Interpretation Of Results:

In this section, the reasons and its dimensions scores for dropouts from the Scheduled Caste and Scheduled Tribe students' point of view in Primary Schools at Hyderabad Karnataka Districts according to districts, locations, types of management, gender and study standards by applying the independent t test and one way ANOVA followed by Tukeys multiple posthoc procedures and the results are presented in the following tables.

Null Hypothesis-1 (H_0): No significant difference between SC and ST students of Hyderabad Karnataka Districts with respect to total reasons for dropouts scores in primary schools.

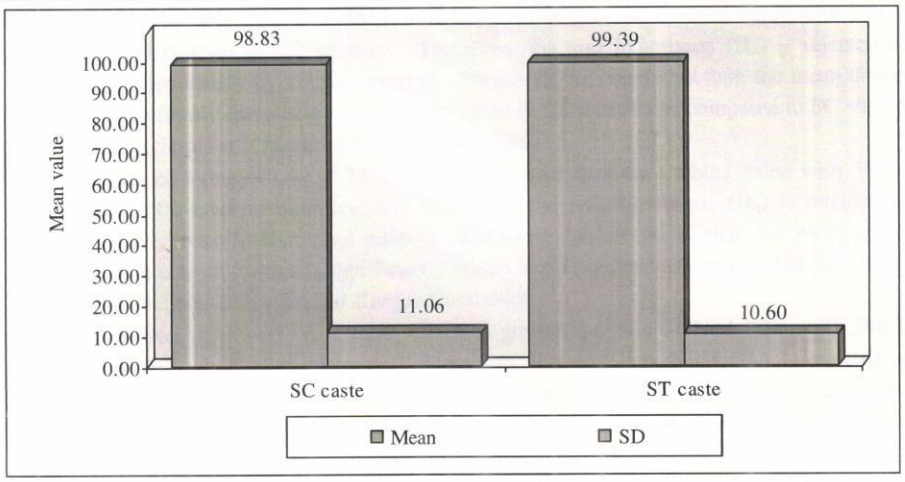
To test the above H_0, the independent two sample t test was performed and the results are presented in the following table.

Table-1: Summery of t test between SC and ST students of Hyderabad Karnataka Districts with respect to total reasons for dropouts scores in primary schools

Castes	Mean	SD	SE	|t|-value	P-value	Signi.
SC caste	98.83	11.06	0.61	0.6344	0.5261	>0.05,NS
ST caste	99.39	10.60	0.65			

The results of the above table, clearly showed that, the calculated value of t i.e. 0.6344, which is lesser than the t tabled value with 498 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is not rejected and alternative hypothesis (H_1) is rejected. Therefore, we concluded that, the mean dropout score due to all reasons is similar in SC and ST students in primary schools at Hyderabad Karnataka Districts. The mean and SD scores are also presented in the following figure.

Figure1: Comparison between SC and ST students of Hyderabad Karnataka Districts with respect to mean of total reasons for dropout score in primary schools



Null Hypothesis-2 (H_0) : No significant difference between SC and ST students of Hyderabad Karnataka Districts with respect to dimension scores of dropout reasons (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) in primary schools.

To test the above H_0, the independent two sample t test was performed and the results are presented in the following table.

Table2: Summery of t test between SC and ST students of Hyderabad Karnataka Districts with respect to dimension scores of dropout reasons in primary schools

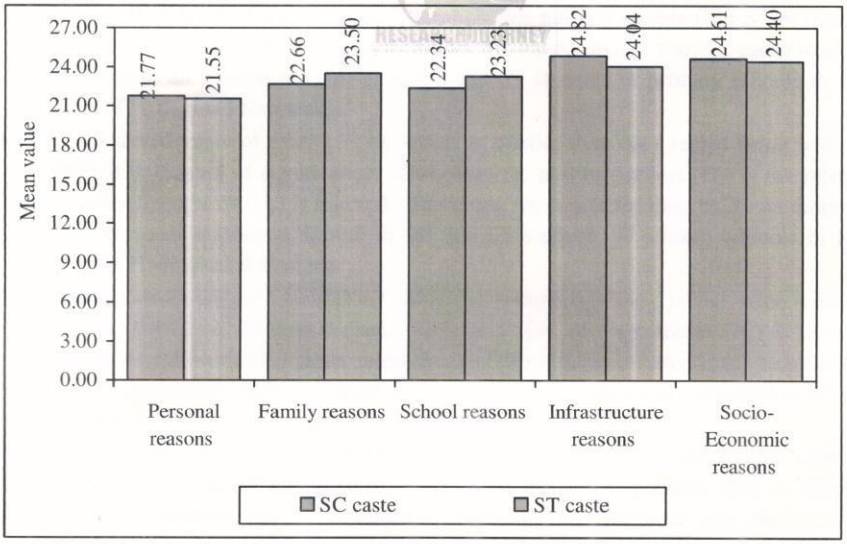
Dimensions	Castes	Mean	SD	|t| -value	P-value	Signi.
Personal reasons	SC caste	21.77	3.01	0.8731	0.3829	>0.05,NS
	ST caste	21.55	3.28			
Family reasons	SC caste	22.66	2.73	4.3617	0.0001	<0.05,S
	ST caste	23.50	1.82			
School reasons	SC caste	22.34	2.94	4.2951	0.0001	<0.05,S
	ST caste	23.23	1.87			
Infrastructure reasons	SC caste	24.82	1.69	4.7656	0.0001	<0.05,S
	ST caste	24.04	2.33			
Socio-Economic reasons	SC caste	24.61	2.73	0.9027	0.3671	>0.05,NS
	ST caste	24.40	2.82			

The results of the above table, clearly showed that,

- The calculated value of t i.e. 0.8731, which is lesser than the t tabled value with 598 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_0) is not rejected and alternative hypothesis (H_1) is rejected. Therefore, we concluded that, the mean dropout score due to personal reasons are similar in SC and ST students of primary schools at Hyderabad Karnataka Districts.

- The calculated value of t i.e. 4.3617, which is greater than the t tabled value with 598 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is rejected and alternative hypothesis (H_1) is not rejected. Therefore, we concluded that, the mean dropout score due to family reasons is significantly higher in ST students as compared to SC students of primary schools at Hyderabad Karnataka Districts.
- The calculated value of t i.e. 4.2951, which is greater than the t tabled value with 598 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is rejected and alternative hypothesis (H_1) is not rejected. Therefore, we concluded that, the mean dropout score due to school reasons is significantly higher in ST students as compared to SC students of primary schools at Hyderabad Karnataka Districts.
- The calculated value of t i.e. 4.7656, which is greater than the t tabled value with 598 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is rejected and alternative hypothesis (H_1) is not rejected. Therefore, we concluded that, the mean dropout score due to infrastructure reasons is significantly higher in SC students as compared to ST students of primary schools at Hyderabad Karnataka Districts.
- The calculated value of t i.e. 0.9027, which is smaller than the t tabled value with 598 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is not rejected and alternative hypothesis (H_1) is rejected. Therefore, we concluded that, the mean dropout score due to socio-economic reasons is similar in SC and ST students of primary schools at Hyderabad Karnataka Districts. The mean and SD scores of all dimensions scores are also presented in the following figure

Figure-2: Comparison between SC and ST students of Hyderabad Karnataka Districts with respect to dimension scores of dropout reasons in primary schools



Null Hypothesis-3(H_0): No significant difference between SC and ST students of Kalburgi district with respect to total reasons for dropouts and its dimension scores (i.e. personal reason,

family reason, school reason, infrastructure reason and socio-economic reason) in primary schools of Hyderabad Karnataka

To test the above H_0, the independent two sample t test was performed and the results are presented in the following table.

Table-3: Summery of t test between SC and ST students of Kalburgi district with respect to total reasons for dropouts and its dimension scores in primary schools of Hyderabad Karnataka

Variables	Castes	Mean	SD	|t| -value	P-value	Signi.
Total reasons for dropouts	Kalburgi SC caste	117.56	6.65	0.1764	0.8603	>0.05,NS
	Kalburgi ST caste	117.35	6.20			
Personal reasons	Kalburgi SC caste	21.98	2.76	1.7270	0.0868	>0.05,NS
	Kalburgi ST caste	21.09	2.88			
Family reasons	Kalburgi SC caste	22.76	2.51	2.2367	0.0272	<0.05,S
	Kalburgi ST caste	23.63	1.53			
School reasons	Kalburgi SC caste	22.21	2.84	2.3612	0.0199	<0.05,S
	Kalburgi ST caste	23.28	1.89			
Infrastructure reasons	Kalburgi SC caste	25.17	1.22	3.1461	0.0021	<0.05,S
	Kalburgi ST caste	24.26	1.92			
Socio-Economic reasons	Kalburgi SC caste	25.44	2.12	0.8748	0.3835	>0.05.NS
	Kalburgi ST caste	25.09	2.21			

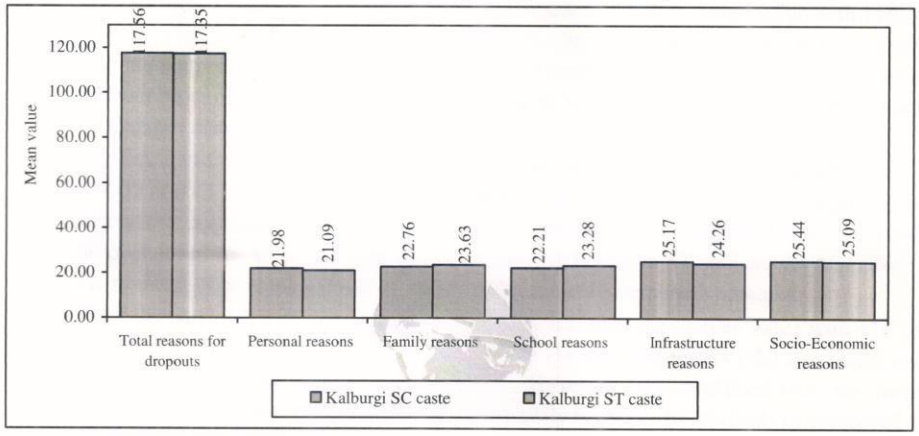
The results of the above table, clearly showed that,

- The calculated value of t i.e. 0.1764, which is lesser than the t tabled value with 118 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is not rejected and alternative hypothesis (H_1) is rejected. Therefore, we concluded that, the mean total dropout scores due to all reasons are similar in SC and ST students of primary schools in Kalburgi district of Hyderabad Karnataka.
- The calculated value of t i.e. 1.7270, which is smaller than the t tabled value with 118 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is not rejected and alternative hypothesis (H_1) is rejected. Therefore, we concluded that, the mean dropout score due to personal reasons is similar in SC and ST students of primary schools in Kalburgi district of Hyderabad Karnataka.
- The calculated value of t i.e. 2.2367, which is greater than the t tabled value with 118 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is rejected and alternative hypothesis (H_1) is not rejected. Therefore, we concluded that, the mean dropout score due to family reasons is significantly higher in ST students as compared to SC students of primary schools in Kalburgi district of Hyderabad Karnataka.
- The calculated value of t i.e. 2.3612, which is greater than the t tabled value with 118 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is rejected and alternative hypothesis (H_1) is not rejected. Therefore, we concluded that, the mean dropout score due to schools reasons is significantly higher in SC students as compared to ST students of primary schools in Kalburgi district of Hyderabad Karnataka.
- The calculated value of t i.e. 3.1461, which is greater than the t tabled value with 118 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is rejected and

alternative hypothesis (H_1) is not rejected. Therefore, we concluded that, the mean dropout score due to infrastructure reasons is significantly higher in SC students as compared to ST students of primary schools in Kalburgi district of Hyderabad Karnataka.

- The calculated value of t i.e. 0.8748, which is smaller than the t tabled value with 118 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is not rejected and alternative hypothesis (H_1) is rejected. Therefore, we concluded that, the mean dropout score due to socio-economic reasons is similar in SC and ST students of primary schools in Kalburgi district of Hyderabad Karnataka. The mean and SD scores of all dimensions scores are also presented in the following figure

Figure-3: Comparison between SC and ST students of Kalburgi district with respect to total reasons for dropouts and its dimension scores in primary schools of Hyderabad Karnataka



Null Hypothesis-4 (H_0): No significant difference between SC and ST students of Yadagiri district with respect to total reasons for dropouts and its dimension scores (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) in primary schools of Hyderabad Karnataka

To test the above H_0, the independent two sample t test was performed and the results are presented in the following table.

Table-4: Summery of t test between SC and ST students of Yadagiri district with respect to total reasons for dropouts and its dimension scores in primary schools of Hyderabad Karnataka

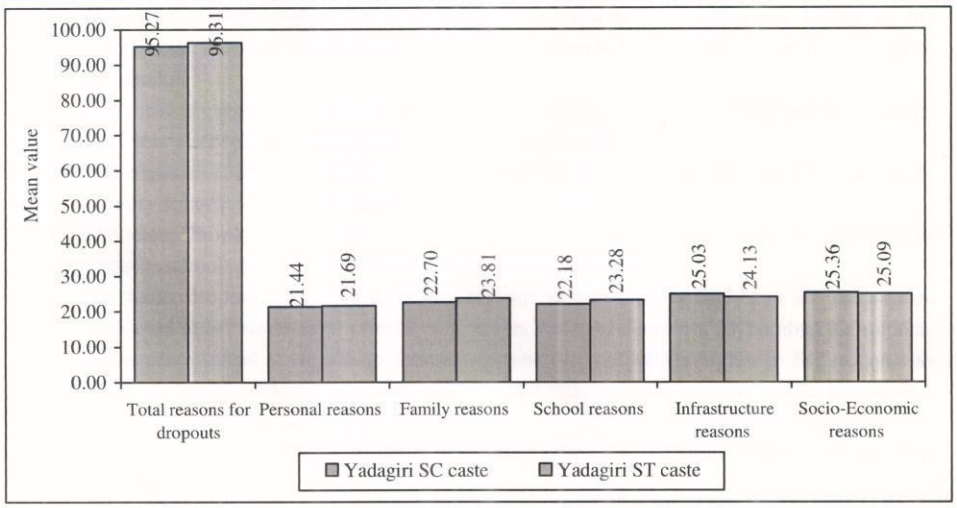
Variables	Castes	Mean	SD	|t| value	P-value	Signi.
Total reasons for dropouts	Yadagiri SC caste	95.27	5.30	1.1180	0.2658	>0.05,NS
	Yadagiri ST caste	96.31	4.79			
Personal reasons	Yadagiri SC caste	21.44	3.09	0.3978	0.6915	>0.05,NS
	Yadagiri ST caste	21.69	3.67			
Family reasons	Yadagiri SC caste	22.70	2.72	2.6705	0.0086	<0.05,S
	Yadagiri ST caste	23.81	1.59			
School reasons	Yadagiri SC caste	22.18	2.96	2.3556	0.0201	<0.05,S
	Yadagiri ST caste	23.28	1.89			

Infrastructure reasons	Yadagiri SC caste	25.03	1.34	2.7068	0.0078	<0.05,S
	Yadagiri ST caste	24.13	2.27			
Socio-Economic reasons	Yadagiri SC caste	25.36	2.41	0.5653	0.5730	>0.05,NS
	Yadagiri ST caste	25.09	2.84			

The results of the above table, clearly showed that,

- The calculated value of t i.e. 1.1180, which is lesser than the t tabled value with 118 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is not rejected and alternative hypothesis (H_1) is rejected. Therefore, we concluded that, the mean total dropout scores due to all reasons are similar in SC and ST students of primary schools in Yadagiri district of Hyderabad Karnataka.
- The calculated value of t i.e. 0.3978, which is smaller than the t tabled value with 118 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is not rejected and alternative hypothesis (H_1) is rejected. Therefore, we concluded that, the mean dropout score due to personal reasons is similar in SC and ST students of primary schools in Yadagiri district of Hyderabad Karnataka.
- The calculated value of t i.e. 2.6705, which is greater than the t tabled value with 118 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is rejected and alternative hypothesis (H_1) is not rejected. Therefore, we concluded that, the mean dropout score due to family reasons is significantly higher in ST students as compared to SC students of primary schools in Yadagiri district of Hyderabad Karnataka.
- The calculated value of t i.e. 2.3556, which is greater than the t tabled value with 118 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is rejected and alternative hypothesis (H_1) is not rejected. Therefore, we concluded that, the mean dropout score due to schools reasons is significantly higher in SC students as compared to ST students of primary schools in Yadagiri district of Hyderabad Karnataka.
- The calculated value of t i.e. 2.7068, which is greater than the t tabled value with 118 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is rejected and alternative hypothesis (H_1) is not rejected. Therefore, we concluded that, the mean dropout score due to infrastructure reasons is significantly higher in SC students as compared to ST students of primary schools in Yadagiri district of Hyderabad Karnataka.
- The calculated value of t i.e. 0.5653, which is smaller than the t tabled value with 118 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is not rejected and alternative hypothesis (H_1) is rejected. Therefore, we concluded that, the mean dropout score due to socio-economic reasons is similar in SC and ST students of primary schools in Yadagiri district of Hyderabad Karnataka. The mean and SD scores of all dimensions scores are also presented in the following figure

Figure-4: Comparison between SC and ST students of Yadagiri district with respect to total reasons for dropouts and its dimension scores in primary schools of Hyderabad Karnataka



Major Findings Of The Study:

Following are the major findings of the study which has been revealed from the careful analysis of the data.

- The mean dropout score due to all reasons is similar in SC and ST students in primary schools at Hyderabad Karnataka Districts 65.25% of students left school due to Education is not linked with available job.
- The mean dropout score due to personal reasons are similar in SC and ST students of primary schools at Hyderabad Karnataka Districts.
- The mean dropout score due to family reasons is significantly higher in ST students as compared to SC students of primary schools at Hyderabad Karnataka Districts.
- The mean dropout score due to school reasons is significantly higher in ST students as compared to SC students of primary schools at Hyderabad Karnataka Districts.
- The mean dropout score due to infrastructure reasons is significantly higher in SC students as compared to ST students of primary schools at Hyderabad Karnataka Districts.
- The mean dropout score due to socio-economic reasons is similar in SC and ST students of primary schools at Hyderabad Karnataka Districts. The mean and SD scores of all dimensions scores are also presented in the following figure
- The mean total dropout scores due to all reasons are similar in SC and ST students of primary schools in Kalburgi district of Hyderabad Karnataka.
- The mean dropout score due to personal reasons is similar in SC and ST students of primary schools in Kalburgi district of Hyderabad Karnataka.
- The mean dropout score due to family reasons is significantly higher in ST students as compared to SC students of primary schools in Kalburgi district of Hyderabad Karnataka.
- The mean dropout score due to schools reasons is significantly higher in SC students as compared to ST students of primary schools in Kalburgi district of Hyderabad Karnataka.

- The mean dropout score due to infrastructure reasons is significantly higher in SC students as compared to ST students of primary schools in Kalburgi district of Hyderabad Karnataka.
- The mean dropout score due to socio-economic reasons is similar in SC and ST students of primary schools in Kalburgi district of Hyderabad Karnataka.
- The mean total dropout scores due to all reasons are similar in SC and ST students of primary schools in Yadagiri district of Hyderabad Karnataka.
- The mean dropout score due to personal reasons is similar in SC and ST students of primary schools in Yadagiri district of Hyderabad Karnataka.
- The mean dropout score due to family reasons is significantly higher in ST students as compared to SC students of primary schools in Yadagiri district of Hyderabad Karnataka.
- The mean dropout score due to schools reasons is significantly higher in SC students as compared to ST students of primary schools in Yadagiri district of Hyderabad Karnataka.
- The mean dropout score due to infrastructure reasons is significantly higher in SC students as compared to ST students of primary schools in Yadagiri district of Hyderabad Karnataka.
- The mean dropout score due to socio-economic reasons is similar in SC and ST students of primary schools in Yadagiri district of Hyderabad Karnataka. The mean and SD scores of all dimensions scores are also presented in the following figure

Educational Implications:

Following are the educational implications of the present study.

1. Education for students up to secondary stage should be made free in all parts of the country, besides, incentives like free supply of books, stationery, uniforms, midday meal, scholarships and stipends should be provided to all SC and ST students irrespective of socioeconomic standard.
2. Separate schools for Girls should be established wherever there is a demand for them. However the same standard and course should be made available in such schools as in co-education schools.
3. The school environment should be made more attractive, so that student participation in the education system is greater than at present. Adequate infrastructure facilities like, proper seating arrangement in the class, sufficient toilets for both girls and boys, and special attention should be given for suitable co-curricular activities and sports and games should be made available.
4. The number of teachers should also be increased to maintain proper student-teacher ratio, and school timing should be made so flexible.The fee of private schools should be minimized and there is a need of establishing controlling body over private schools.
5. The school curriculum should be framed need based and it should be flexible. General and vocational training courses should be combined so that immediate employment can be facilitated. Proper training for teachers to use innovative methodology so that education should be reached to un-reached one.

Reference:

- Addisalem Taye Hailu [1], Dessalegn Kassaw [2], Biniam Wondimu [3]Drop Out Among Primary School Students: Reasons, Experience and Mitigating Mechanisms: In Case of

ISBN 978-81-959744-3-6

A STUDY OF THE REASONS FOR DROPOUTS IN PRIMARY SCHOOLS WITH SPECIAL REFERENCE TO S.C AND S.T STUDENTS OF RAICHUR, BIDAR AND KOPPAL DISTRICTS OF HYDERABAD KARNATAKA REGION

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KEY WORDS: Dropouts, Primary school, Scheduled Caste and Scheduled Tribes, Hyderabad Karnataka Region.

INTRODUCTION:

The problem of dropout has been continually troubling the primary education system not only in India but in other developing countries also. Dropout does not mean mere rejection of school by children. It leads to wastage of the funds invested in school buildings, Teacher's salaries, equipment textbooks, and so on. It also means the existence of some deficiencies in the organization of the primary education system. The subject of dropout or wastage has been studied in India and other countries over the past 70 years and many of the reasons for this educational malady are known. However, it is not easy to deal with the malady because its origin lies partly within the system itself which has been designed by scholars, politicians and administrators. This is the reason why several developing countries are now recognizing the primary education system so as to make it people-oriented, instead of official- oriented. Majority of lower class economic groups are withdrawing their daughters from educational institutions at the age of 12 or 13 from 7th class onwards. So the rate of dropouts of SC and ST Students. That is why still this community is scanned about their girls, and has the feeling that, if their daughters go outside for education they will be influenced by media, films and may get spoiled.

ISBN 978-81-959744-3-6

The school dropout rate for SC/ST students is much higher than that of the other Categories, even as the debate over reservation for the weaker sections continues in the wake of the recent Supreme Court orders. High dropout's rate among the Scheduled Caste and Scheduled Tribes children remains a challenge for the Human Resource Development (MHRD) Ministry. Figures released by the ministry said that as many as 37% Scheduled Caste students and 49% Scheduled Tribe students stop studying after initial years of schooling. While the dropout rate of other categories of students has witnessed a phenomenal fall, the rate still remains high for SC and ST students.

The present study has found that all the usual reasons for dropout exist in the blocks selected for study. In this section, the reasons and its dimensions scores for dropouts from the Scheduled Caste and Scheduled Tribe students' point of view in Primary Schools especially at Raichur, Bidar and Koppal districts of Hyderabad Karnataka region.

OBJECTIVES OF THE STUDY:

The main objectives of this study are to find out the reasons for dropouts in the selected districts of North Karnataka region such as Raichur, Bidar and Koppal .

1. To find out the significant difference between SC and ST students of **Raichur** district with respect to total reasons for dropouts and its dimension scores (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) in primary schools of Hyderabad Karnataka.
2. To find out the significant difference between SC and ST students of **Koppal** district with respect to total reasons for dropouts and its dimension scores (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) in primary schools of Hyderabad Karnataka.
3. To find out the significant difference between SC and ST students of **Bidar** district with respect to total reasons for dropouts and its dimension scores (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) in primary schools of Hyderabad Karnataka

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METHODOLOGY:

In the present study ***Descriptive survey*** method is the best method for finding the reasons and its dimensions scores for dropouts from the Scheduled Caste and Scheduled Tribe students' point of view in Primary Schools of Hyderabad Karnataka region. The researcher has prepared Questionnaire and personally visited the Primary schools of Hyderabad Karnataka Districts such as Raichur, Bidar and Koppal and collected data from ***300 Primary School dropout students*** of S.C and S.T by applying ***Stratified Random Sampling Technique***. The collected data were analyzed by applying t-test.

ANALYSIS AND INTERPRETATION OF RESULTS:

In this section, the reasons and its dimensions scores for dropouts from the Scheduled Caste and Scheduled Tribe students' point of view in Primary Schools at Hyderabad Karnataka Districts according to districts, locations, types of management, gender and study standards by applying the independent t test and one way ANOVA followed by Tukeys multiple posthoc procedures and the results are presented in the following tables.

Null Hypothesis-1 (H_0): No significant difference between SC and ST students of Raichur district with respect to total reasons for dropouts and its dimension scores (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) in primary schools of Hyderabad Karnataka

To test the above H_0, the independent two sample t test was performed and the results are presented in the following table.

Table-1: Summery of t test between SC and ST students of Raichur district with respect to total reasons for dropouts and its dimension scores in primary schools of Hyderabad Karnataka

Variables	Castes	Mean	SD	□t□ -value	P-value	Signi.
Total reasons for dropouts	Raichur SC caste	94.62	5.03	0.4721	0.6377	>0.05,NS
	Raichur ST caste	95.06	4.99			
Personal	Raichur SC caste	22.02	3.11	0.4213	0.6743	>0.05,NS

ISBN 978-81-959744-3-6

reasons	Raichur ST caste	21.78	3.02			
Family reasons	Raichur SC caste	22.74	2.79	1.5576	0.1220	>0.05,NS
	Raichur ST caste	23.44	1.97			
School reasons	Raichur SC caste	22.61	2.92	1.1792	0.2407	>0.05,NS
	Raichur ST caste	23.15	1.87			
Infrastructure reasons	Raichur SC caste	24.73	1.48	1.5236	0.1303	>0.05,NS
	Raichur ST caste	24.20	2.26			
Socio-Economic reasons	Raichur SC caste	24.55	2.33	0.6346	0.5269	>0.05,NS
	Raichur ST caste	24.26	2.61			

The results of the above table, clearly showed that,

- The calculated value of t i.e. 0.4721, which is lesser than the t tabled value with 118 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is not rejected and alternative hypothesis (H_1) is rejected. Therefore, we concluded that, the mean total dropout scores due to all reasons are similar in SC and ST students of primary schools in Raichur district of Hyderabad Karnataka.
- The calculated value of t i.e. 0.4213, which is smaller than the t tabled value with 118 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is not rejected and alternative hypothesis (H_1) is rejected. Therefore, we concluded that, the mean dropout score due to personal reasons is similar in SC and ST students of primary schools in Raichur district of Hyderabad Karnataka.
- The calculated value of t i.e. 1.5576, which is smaller than the t tabled value with 118 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is not rejected and alternative hypothesis (H_1) is rejected. Therefore, we concluded that, the mean dropout score

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due to family reasons is similar in SC and ST students of primary schools in Raichur district of Hyderabad Karnataka.

- The calculated value of t i.e. 1.1792, which is smaller than the t tabled value with 118 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is not rejected and alternative hypothesis (H_1) is rejected. Therefore, we concluded that, the mean dropout score due to school reasons is similar in SC and ST students of primary schools in Raichur district of Hyderabad Karnataka.
- The calculated value of t i.e. 1.5236, which is smaller than the t tabled value with 118 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is not rejected and alternative hypothesis (H_1) is rejected. Therefore, we concluded that, the mean dropout score due to infrastructure reasons is similar in SC and ST students of primary schools in Raichur district of Hyderabad Karnataka.
- The calculated value of t i.e. 0.6346, which is smaller than the t tabled value with 118 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is not rejected and alternative hypothesis (H_1) is rejected. Therefore, we concluded that, the mean dropout score due to socio-economic reasons is similar in SC and ST students of primary schools in Raichur district of Hyderabad Karnataka. The mean and SD scores of all dimensions scores are also presented in the following figure

Null Hypothesis-2 (H_0): No significant difference between SC and ST students of Koppal district with respect to total reasons for dropouts and its dimension scores (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) in primary schools of Hyderabad Karnataka

To test the above H_0, the independent two sample t test was performed and the results are presented in the following table.

Table-2: Summery of t test between SC and ST students of Koppal district with respect to total reasons for dropouts and its dimension scores in primary schools of Hyderabad Karnataka

Variables	Castes	Mean	SD	|t| -value	P-value	Signi.
Total reasons	Koppal SC caste	94.74	4.62	1.1180	0.2659	>0.05,NS

ISBN 978-81-959744-3-6

for dropouts	Koppal ST caste	95.69	4.57			
Personal reasons	Koppal SC caste	21.85	3.11	0.3042	0.7615	>0.05,NS
	Koppal ST caste	22.04	3.68			
Family reasons	Koppal SC caste	22.70	2.72	2.6705	0.0086	<0.05,S
	Koppal ST caste	23.81	1.59			
School reasons	Koppal SC caste	22.53	2.95	1.6123	0.1096	>0.05,NS
	Koppal ST caste	23.28	1.89			
Infrastructure reasons	Koppal SC caste	25.08	1.30	3.0170	0.0031	<0.05,S
	Koppal ST caste	24.07	2.28			
Socio-Economic reasons	Koppal SC caste	24.44	2.82	0.1528	0.8788	>0.05,NS
	Koppal ST caste	24.52	2.82			

The results of the above table, clearly showed that,

- The calculated value of t i.e. 1.1180, which is lesser than the t tabled value with 118 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is not rejected and alternative hypothesis (H_1) is rejected. Therefore, we concluded that, the mean total dropout scores due to all reasons are similar in SC and ST students of primary schools in Koppal district of Hyderabad Karnataka.
- The calculated value of t i.e. 0.3042, which is smaller than the t tabled value with 118 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is not rejected and alternative hypothesis (H_1) is rejected. Therefore, we concluded that, the mean dropout score due to personal reasons is similar in SC and ST students of primary schools in Koppal district of Hyderabad Karnataka.

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- The calculated value of t i.e. 2.6705, which is greater than the t tabled value with 118 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is rejected and alternative hypothesis (H_1) is not rejected. Therefore, we concluded that, the mean dropout score due to family reasons is significantly higher in ST students as compared to SC students of primary schools in Koppal district of Hyderabad Karnataka.
- The calculated value of t i.e. 1.6123, which is smaller than the t tabled value with 118 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is not rejected and alternative hypothesis (H_1) is rejected. Therefore, we concluded that, the mean dropout score due to schools reasons is similar in SC and ST students of primary schools in Koppal district of Hyderabad Karnataka.
- The calculated value of t i.e. 3.0170, which is greater than the t tabled value with 118 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is rejected and alternative hypothesis (H_1) is not rejected. Therefore, we concluded that, the mean dropout score due to infrastructure reasons is significantly higher in SC students as compared to ST students of primary schools in Koppal district of Hyderabad Karnataka.
- The calculated value of t i.e. 0.1528, which is smaller than the t tabled value with 118 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is not rejected and alternative hypothesis (H_1) is rejected. Therefore, we concluded that, the mean dropout score due to socio-economic reasons is similar in SC and ST students of primary schools in Koppal district of Hyderabad Karnataka.

Null Hypothesis-3 (H_0): No significant difference between SC and ST students of Bidar district with respect to total reasons for dropouts and its dimension scores (i.e. personal reason, family reason, school reason, infrastructure reason and socio-economic reason) in primary schools of Hyderabad Karnataka

To test the above H_0, the independent two sample t test was performed and the results are presented in the following table.

Table-3: Summery of t test between SC and ST students of Bidar district with respect to total reasons for dropouts and its dimension scores in primary schools of Hyderabad Karnataka

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Variables	Castes	Mean	SD	t-value	P-value	Signi.
Total reasons for dropouts	Bidar SC caste	91.94	6.96	0.4914	0.6240	>0.05,NS
	Bidar ST caste	92.56	6.67			
Personal reasons	Bidar SC caste	21.58	3.01	0.7671	0.4445	>0.05,NS
	Bidar ST caste	21.15	3.07			
Family reasons	Bidar SC caste	22.39	2.96	0.8670	0.3877	>0.05,NS
	Bidar ST caste	22.81	2.20			
School reasons	Bidar SC caste	22.17	3.09	2.0492	0.0427	<0.05,S
	Bidar ST caste	23.15	1.87			
Infrastructure reasons	Bidar SC caste	24.12	2.56	1.1831	0.2392	>0.05,NS
	Bidar ST caste	23.54	2.85			
Socio-Economic reasons	Bidar SC caste	23.26	3.30	0.3408	0.7339	>0.05,NS
	Bidar ST caste	23.06	3.15			

The results of the above table, clearly showed that,

- The calculated value of t i.e. 0.4914, which is lesser than the t tabled value with 118 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is not rejected and alternative hypothesis (H_1) is rejected. Therefore, we concluded that, the mean total dropout scores due to all reasons are similar in SC and ST students of primary schools in Bidar district of Hyderabad Karnataka.
- The calculated value of t i.e. 0.7671, which is smaller than the t tabled value with 118 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is not rejected and alternative hypothesis (H_1) is rejected. Therefore, we concluded that, the mean dropout score

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due to personal reasons is similar in SC and ST students of primary schools in Bidar district of Hyderabad Karnataka.

- The calculated value of t i.e. 0.8670, which is smaller than the t tabled value with 118 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is not rejected and alternative hypothesis (H_1) is rejected. Therefore, we concluded that, the mean dropout score due to family reasons is similar in SC and ST students of primary schools in Bidar district of Hyderabad Karnataka.
- The calculated value of t i.e. 2.0492, which is greater than the t tabled value with 118 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is rejected and alternative hypothesis (H_1) is not rejected. Therefore, we concluded that, the mean dropout score due to schools reasons is significantly higher in SC students as compared to ST students of primary schools in Bidar district of Hyderabad Karnataka.
- The calculated value of t i.e. 1.1831, which is smaller than the t tabled value with 118 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is not rejected and alternative hypothesis (H_1) is rejected. Therefore, we concluded that, the mean dropout score due to infrastructure reasons is similar in SC students and ST students of primary schools in Bidar district of Hyderabad Karnataka.
- The calculated value of t i.e. 0.3408, which is smaller than the t tabled value with 118 i.e. 1.9600 at 0.05 level of significance. Therefore, the null hypothesis (H_o) is not rejected and alternative hypothesis (H_1) is rejected. Therefore, we concluded that, the mean dropout score due to socio-economic reasons is similar in SC and ST students of primary schools in Bidar district of Hyderabad Karnataka.

MAJOR FINDINGS OF THE STUDY:

Following are the major findings of the study which has been revealed from the careful analysis of the data.

- The mean total dropout scores due to all reasons are similar in SC and ST students of primary schools in Raichur district of Hyderabad Karnataka.
- The mean dropout score due to personal reason, family reason, School reason in fracture reason and Socio-economic reasons are similar in SC and ST students of primary schools in Raichur district of Hyderabad Karnataka.

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- The mean total dropout scores due to all reasons are similar in SC and ST students of primary schools in Koppal district of Hyderabad Karnataka.
- The mean dropout score due to family reasons and infrastructure reasons are significantly higher in ST students as compared to SC students of primary schools in Koppal district of Hyderabad Karnataka.
- The mean dropout score due to personal reason, School reason and Socio-economic reasons are similar in SC and ST students of primary schools in Koppal district of Hyderabad Karnataka.
- The mean dropout score due to schools reasons is significantly higher in SC students as compared to ST students of primary schools in Bidar district of Hyderabad Karnataka.
- The mean dropout score due to personal reason, family reason, in fracture reason and Socio-economic reasons are similar in SC and ST students of primary schools in Bidar district of Hyderabad Karnataka.

EDUCATIONAL IMPLICATIONS:

Following are the educational implications of the present study.

1. Education for students up to secondary stage should be made free in all parts of the country, besides, incentives like free supply of books, stationery, uniforms, midday meal, scholarships and stipends should be provided to all SC and ST students irrespective of socioeconomic standard.
2. Separate schools for Girls should be established wherever there is a demand for them. However the same standard and course should be made available in such schools as in co-education schools.
3. The school environment should be made more attractive, so that student participation in the education system is greater than at present. Adequate infrastructure facilities like, proper seating arrangement in the class, sufficient toilets for both girls and boys, and special attention should be given for suitable co-curricular activities and sports and games should be made available.
4. The number of teachers should also be increased to maintain proper student-teacher ratio, and school timing should be made so flexible. The fee of private schools should be minimized and there is a need of establishing controlling body over private schools.

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5. The school curriculum should be framed need based and it should be flexible. General and vocational training courses should be combined so that immediate employment can be facilitated. Proper training for teachers to use innovative methodology so that education should be reached to un-reached one.

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